ACCREDITED

2016-17 ANNUAL REPORT

PASADENA INDEPENDENT SCHOOL DISTRICT

JANUARY 2018

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

District Number: **101917**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Needs Intervention

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District Name: PASADENA ISD
County Name: HARRIS
District Number: 101917

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	73%	**74%**	60%	74%	81%	*	85%	*	84%	42%	71%	74%
	2016	73%	74%	**74%**	68%	73%	78%	*	90%	*	90%	44%	71%	73%
Mathematics	2017	78%	78%	**78%**	64%	78%	82%	*	91%	*	87%	49%	76%	81%
	2016	75%	76%	**76%**	67%	76%	80%	*	95%	*	79%	51%	74%	77%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	71%	**69%**	67%	68%	75%	*	92%	*	77%	37%	66%	64%
	2016	75%	76%	**76%**	73%	76%	80%	*	89%	-	78%	44%	74%	71%
Mathematics	2017	76%	77%	**76%**	66%	75%	81%	*	97%	*	84%	43%	74%	75%
	2016	73%	75%	**74%**	63%	74%	81%	*	92%	-	67%	49%	73%	73%
Writing	2017	65%	65%	**66%**	66%	65%	70%	*	93%	*	77%	33%	64%	64%
	2016	69%	69%	**70%**	70%	69%	74%	*	91%	-	75%	40%	68%	67%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2017	82%	81%	**76%**	75%	75%	85%	*	95%	*	81%	41%	74%	62%
	2016	81%	81%	**76%**	70%	75%	86%	*	94%	*	88%	35%	73%	63%
Mathematics	2017	87%	87%	**83%**	76%	82%	91%	*	99%	*	81%	62%	81%	75%
	2016	86%	86%	**82%**	71%	82%	86%	100%	97%	*	94%	50%	80%	77%
Science	2017	74%	75%	**67%**	57%	66%	79%	*	91%	*	63%	43%	64%	54%
	2016	74%	75%	**68%**	56%	66%	83%	*	90%	*	82%	36%	65%	56%
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	70%	**62%**	55%	61%	74%	*	91%	*	71%	28%	60%	37%
	2016	69%	71%	**66%**	65%	65%	80%	*	88%	*	88%	29%	63%	42%
Mathematics	2017	76%	78%	**62%**	61%	61%	72%	*	85%	-	68%	41%	60%	49%
	2016	72%	75%	**72%**	66%	71%	80%	*	94%	*	77%	40%	69%	56%

District Name: PASADENA ISD
County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	75%	**72%**	60%	72%	79%	*	91%	*	78%	33%	69%	45%
	2016	71%	72%	**66%**	59%	65%	74%	*	88%	-	78%	27%	62%	34%
Mathematics	2017	70%	73%	**70%**	61%	70%	77%	*	96%	*	79%	40%	68%	53%
	2016	69%	72%	**63%**	47%	63%	69%	*	84%	-	56%	32%	61%	47%
Writing	2017	70%	71%	**67%**	58%	67%	71%	*	87%	*	76%	25%	64%	42%
	2016	69%	69%	**65%**	59%	64%	71%	*	85%	*	63%	25%	62%	32%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	86%	**83%**	79%	83%	86%	100%	94%	*	84%	42%	82%	56%
	2016	87%	88%	**84%**	83%	83%	89%	83%	92%	*	86%	39%	83%	56%
Mathematics	2017	85%	86%	**89%**	84%	90%	89%	*	98%	*	93%	59%	89%	79%
	2016	82%	83%	**87%**	82%	87%	87%	83%	96%	*	93%	46%	86%	75%
Science	2017	76%	78%	**76%**	67%	75%	82%	*	95%	*	87%	38%	74%	51%
	2016	75%	77%	**75%**	74%	73%	82%	83%	93%	*	83%	33%	73%	48%
Social Studies	2017	63%	65%	**65%**	55%	65%	70%	*	89%	*	74%	33%	63%	35%
	2016	63%	65%	**63%**	58%	61%	76%	100%	88%	*	87%	28%	60%	33%
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	64%	**55%**	51%	54%	65%	50%	77%	*	64%	18%	53%	23%
	2016	65%	65%	**56%**	51%	56%	62%	*	77%	*	70%	21%	54%	23%
English II	2017	66%	66%	**58%**	52%	58%	62%	63%	71%	*	71%	21%	56%	23%
	2016	67%	67%	**59%**	56%	58%	69%	63%	78%	*	81%	20%	56%	23%
Algebra I	2017	83%	82%	**80%**	74%	80%	79%	83%	95%	*	93%	41%	80%	62%
	2016	78%	78%	**75%**	67%	75%	76%	*	97%	*	92%	35%	74%	60%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	86%	**84%**	82%	83%	84%	90%	91%	*	95%	47%	83%	58%
	2016	87%	87%	**85%**	83%	84%	86%	*	94%	*	89%	51%	83%	65%
U.S. History	2017	91%	92%	**92%**	90%	92%	95%	86%	95%	*	96%	67%	91%	76%
	2016	91%	91%	**90%**	87%	90%	95%	*	91%	*	73%	49%	89%	65%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	76%	**72%**	66%	72%	79%	75%	91%	65%	80%	39%	71%	59%
	2016	75%	76%	**72%**	66%	72%	79%	72%	90%	74%	81%	37%	70%	59%
Reading	2017	72%	73%	**67%**	61%	67%	75%	66%	86%	60%	76%	30%	65%	51%
	2016	73%	74%	**68%**	64%	67%	76%	67%	86%	61%	82%	31%	66%	53%
Mathematics	2017	79%	80%	**77%**	70%	77%	82%	84%	96%	71%	84%	47%	76%	70%
	2016	76%	78%	**76%**	66%	76%	80%	76%	94%	83%	82%	42%	74%	69%
Writing	2017	67%	68%	**66%**	62%	66%	71%	83%	90%	*	76%	29%	64%	57%
	2016	69%	69%	**68%**	64%	67%	72%	*	88%	*	69%	32%	65%	56%
Science	2017	79%	80%	**76%**	70%	75%	82%	76%	92%	83%	81%	44%	74%	54%
	2016	79%	80%	**76%**	72%	75%	84%	87%	92%	*	85%	41%	74%	57%
Social Studies	2017	77%	79%	**79%**	73%	79%	82%	75%	92%	*	84%	48%	77%	51%
	2016	77%	78%	**76%**	73%	75%	86%	90%	89%	*	82%	38%	74%	45%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	50%	**42%**	33%	41%	52%	43%	78%	50%	51%	21%	39%	21%
	2016	45%	47%	**39%**	31%	38%	51%	38%	74%	58%	54%	6%	36%	19%
Reading	2017	48%	50%	**41%**	32%	40%	54%	32%	72%	44%	58%	20%	38%	23%
	2016	46%	48%	**38%**	32%	37%	49%	29%	69%	56%	59%	7%	35%	23%
Mathematics	2017	48%	51%	**41%**	30%	40%	49%	45%	81%	38%	46%	24%	39%	31%
	2016	43%	46%	**38%**	27%	37%	48%	37%	80%	73%	49%	8%	35%	26%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	39%	**33%**	27%	32%	40%	*	63%	*	29%	17%	31%	25%
	2016	41%	42%	**36%**	29%	35%	44%	*	71%	*	45%	6%	33%	28%
Science	2017	52%	54%	**47%**	38%	46%	59%	*	83%	*	56%	24%	44%	19%
	2016	47%	50%	**43%**	31%	42%	53%	71%	78%	*	60%	8%	40%	17%
Social Studies	2017	51%	54%	**53%**	45%	51%	61%	45%	79%	*	57%	27%	49%	18%
	2016	47%	50%	**47%**	42%	46%	61%	*	76%	*	58%	11%	43%	13%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	22%	**15%**	9%	14%	23%	14%	44%	23%	22%	5%	14%	11%
	2016	18%	19%	**14%**	10%	13%	20%	15%	41%	32%	21%	4%	12%	10%
Reading	2017	19%	20%	**14%**	9%	13%	23%	*	36%	*	22%	4%	12%	11%
	2016	17%	18%	**12%**	10%	11%	18%	18%	33%	*	21%	4%	11%	10%
Mathematics	2017	23%	25%	**17%**	9%	16%	22%	19%	54%	*	22%	7%	15%	15%
	2016	19%	21%	**14%**	8%	13%	19%	17%	50%	50%	19%	5%	13%	12%
Writing	2017	12%	12%	**8%**	6%	7%	10%	*	23%	*	*	3%	7%	7%
	2016	15%	15%	**12%**	9%	11%	17%	*	34%	*	20%	5%	10%	10%
Science	2017	19%	22%	**15%**	8%	14%	20%	*	49%	*	20%	5%	13%	6%
	2016	16%	18%	**13%**	8%	12%	20%	*	43%	*	24%	4%	12%	4%
Social Studies	2017	27%	30%	**26%**	20%	25%	39%	*	54%	*	42%	9%	24%	6%
	2016	22%	24%	**21%**	16%	19%	33%	*	50%	*	32%	5%	18%	3%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	62%	**58%**	57%	57%	59%	70%	72%	58%	60%	55%	58%	57%
	2016	62%	62%	**62%**	59%	61%	64%	59%	74%	*	63%	56%	61%	61%
Reading	2017	59%	59%	**57%**	55%	57%	60%	77%	67%	*	63%	55%	56%	54%
	2016	60%	61%	**61%**	60%	60%	63%	*	70%	*	64%	56%	60%	59%

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		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	65%	**59%**	58%	58%	59%	64%	79%	*	57%	55%	59%	59%
	2016	63%	63%	**63%**	58%	62%	64%	*	80%	*	63%	55%	62%	62%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**16%**	13%	15%	17%	26%	30%	26%	14%	12%	15%	17%
	2016	17%	17%	**16%**	13%	15%	16%	11%	26%	*	17%	12%	16%	18%
Reading	2017	17%	18%	**16%**	14%	16%	19%	27%	22%	*	13%	14%	16%	18%
	2016	16%	17%	**16%**	15%	16%	17%	*	19%	*	19%	13%	16%	19%
Mathematics	2017	20%	22%	**16%**	11%	15%	14%	24%	38%	*	15%	11%	15%	17%
	2016	17%	18%	**15%**	11%	15%	16%	*	34%	*	15%	12%	15%	16%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**34%**	31%	34%	35%	*	50%	*	*	16%	33%	29%
	2016	35%	35%	**35%**	32%	35%	35%	*	47%	-	35%	16%	33%	30%
Mathematics	2017	43%	44%	**44%**	41%	43%	47%	*	68%	*	50%	29%	42%	40%

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Texas Academic Performance Report
2016-17 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	**71%**	**65%**	60%	63%	76%	*	88%	*	77%	20%	62%	47%
Students Requiring Accelerated Instruction														
	2017	28%	**29%**	**35%**	40%	37%	24%	*	12%	*	23%	80%	38%	53%
STAAR Cumulative Met Standard														
	2017	81%	**81%**	**75%**	75%	74%	86%	*	91%	*	81%	31%	73%	61%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	**82%**	**74%**	66%	73%	84%	*	96%	*	81%	44%	72%	63%
Students Requiring Accelerated Instruction														
	2017	19%	**18%**	**26%**	34%	27%	16%	*	4%	*	19%	56%	28%	37%
STAAR Cumulative Met Standard														
	2017	87%	**87%**	**82%**	75%	82%	92%	*	97%	*	81%	55%	81%	74%

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Texas Academic Performance Report
2016-17 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	**77%**	**72%**	67%	72%	79%	*	86%	*	77%	24%	70%	35%
Students Requiring Accelerated Instruction														
	2017	24%	**23%**	**28%**	33%	28%	21%	*	14%	*	23%	76%	30%	65%
STAAR Cumulative Met Standard														
	2017	85%	**85%**	**82%**	79%	82%	87%	100%	91%	*	84%	35%	81%	53%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	**76%**	**80%**	69%	80%	84%	*	95%	*	74%	38%	79%	64%
Students Requiring Accelerated Instruction														
	2017	25%	**24%**	**20%**	31%	20%	16%	*	5%	*	26%	62%	21%	36%
STAAR Cumulative Met Standard														
	2017	85%	**86%**	**89%**	84%	89%	90%	*	98%	*	93%	55%	89%	78%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	76%	**72%**	66%	55%	65%	89%	-	48%	43%	52%	56%	59%	59%
	2016	75%	76%	**72%**	68%	71%	66%	89%	83%	46%	43%	47%	55%	60%	59%
Reading	2017	72%	73%	**67%**	62%	*	60%	86%	-	35%	23%	52%	50%	51%	51%
	2016	73%	74%	**68%**	66%	71%	64%	87%	100%	33%	23%	45%	52%	53%	53%
Mathematics	2017	79%	80%	**77%**	73%	*	72%	94%	-	64%	62%	65%	67%	71%	70%
	2016	76%	78%	**76%**	73%	71%	72%	92%	100%	61%	60%	61%	64%	70%	69%
Writing	2017	67%	68%	**66%**	65%	*	63%	90%	-	44%	-	44%	51%	58%	57%
	2016	69%	69%	**68%**	67%	*	66%	88%	-	34%	*	34%	50%	57%	56%
Science	2017	79%	80%	**76%**	56%	*	53%	84%	-	55%	59%	51%	47%	55%	54%
	2016	79%	80%	**76%**	57%	-	54%	88%	83%	58%	65%	49%	52%	57%	57%
Social Studies	2017	77%	79%	**79%**	*	-	-	*	-	53%	76%	36%	41%	52%	51%
	2016	77%	78%	**76%**	46%	-	*	*	*	46%	67%	33%	32%	46%	45%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	50%	**42%**	25%	*	23%	50%	-	14%	17%	12%	21%	22%	21%
	2016	45%	47%	**39%**	25%	*	22%	51%	*	12%	15%	10%	12%	21%	19%
Reading	2017	48%	50%	**41%**	30%	*	28%	56%	-	8%	6%	9%	24%	23%	23%
	2016	46%	48%	**38%**	31%	*	28%	59%	*	7%	5%	8%	16%	24%	23%
Mathematics	2017	48%	51%	**41%**	35%	*	32%	59%	-	24%	24%	24%	29%	32%	31%
	2016	43%	46%	**38%**	30%	*	27%	56%	*	22%	25%	21%	20%	27%	26%
Writing	2017	38%	39%	**33%**	39%	*	35%	64%	-	9%	-	9%	19%	27%	25%
	2016	41%	42%	**36%**	42%	*	39%	65%	-	8%	*	8%	19%	29%	28%
Science	2017	52%	54%	**47%**	20%	*	17%	54%	-	17%	18%	17%	19%	19%	19%
	2016	47%	50%	**43%**	17%	-	15%	42%	*	17%	23%	13%	15%	17%	17%
Social Studies	2017	51%	54%	**53%**	*	-	-	*	-	18%	39%	8%	14%	18%	18%
	2016	47%	50%	**47%**	*	-	*	*	*	14%	32%	7%	9%	14%	13%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	22%	**15%**	16%	*	15%	30%	-	5%	4%	5%	8%	12%	11%
	2016	18%	19%	**14%**	14%	*	13%	26%	*	4%	3%	5%	5%	10%	10%
Reading	2017	19%	20%	**14%**	17%	*	16%	35%	-	3%	1%	5%	9%	12%	11%
	2016	17%	18%	**12%**	16%	*	14%	32%	*	2%	1%	4%	4%	11%	10%
Mathematics	2017	23%	25%	**17%**	19%	*	19%	29%	-	8%	7%	9%	10%	16%	15%
	2016	19%	21%	**14%**	15%	*	14%	24%	*	8%	6%	8%	6%	13%	12%
Writing	2017	12%	12%	**8%**	10%	*	9%	22%	-	1%	-	1%	2%	7%	7%
	2016	15%	15%	**12%**	15%	*	14%	35%	-	2%	*	2%	5%	11%	10%
Science	2017	19%	22%	**15%**	7%	*	5%	25%	-	5%	5%	5%	4%	6%	6%
	2016	16%	18%	**13%**	4%	-	4%	6%	*	4%	3%	5%	3%	4%	4%
Social Studies	2017	27%	30%	**26%**	*	-	-	*	-	5%	9%	3%	6%	6%	6%
	2016	22%	24%	**21%**	*	-	*	*	*	3%	3%	3%	*	3%	3%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	62%	**58%**	56%	*	55%	61%	-	58%	37%	69%	58%	57%	57%
	2016	62%	62%	**62%**	63%	*	62%	74%	*	56%	34%	67%	59%	60%	60%
Reading	2017	59%	59%	**57%**	53%	*	52%	66%	-	55%	35%	68%	55%	54%	54%
	2016	60%	61%	**61%**	62%	*	61%	79%	*	53%	*	67%	61%	59%	59%
Mathematics	2017	64%	65%	**59%**	59%	*	59%	56%	-	62%	40%	70%	61%	60%	60%
	2016	63%	63%	**63%**	63%	*	63%	69%	*	58%	38%	67%	58%	62%	61%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**16%**	21%	*	20%	25%	-	14%	5%	19%	15%	19%	18%
	2016	17%	17%	**16%**	22%	*	21%	32%	*	14%	6%	19%	16%	19%	19%
Reading	2017	17%	18%	**16%**	21%	*	20%	30%	-	15%	1%	23%	16%	18%	18%
	2016	16%	17%	**16%**	23%	*	22%	40%	*	15%	*	24%	19%	20%	20%

District Name: PASADENA ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	22%	**16%**	21%	*	21%	20%	-	14%	13%	14%	14%	19%	18%
	2016	17%	18%	**15%**	21%	*	21%	25%	*	14%	13%	14%	12%	19%	18%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**34%**	21%	-	20%	48%	-	37%	*	37%	25%	30%	29%
	2016	35%	35%	**35%**	28%	*	27%	53%	*	31%	*	31%	30%	30%	30%
Mathematics	2017	43%	44%	**44%**	35%	-	35%	75%	-	43%	*	43%	41%	39%	40%

District Name: PASADENA ISD
County Name: HARRIS
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	98%	99%	98%	100%	100%	96%	97%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	91%	94%	93%	99%	94%	91%	96%	94%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	8%	3%	6%	0%	3%	5%	2%	3%	3%	4%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	1%	3%	0%	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	2%	1%	2%	0%	0%	4%	3%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	0%	0%	4%	2%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	98%	100%	91%	99%	98%	99%	99%
Included in Accountability	94%	94%	**94%**	90%	94%	92%	79%	95%	68%	94%	94%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	**4%**	9%	3%	6%	17%	2%	21%	5%	3%	3%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	3%	3%	2%	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	1%	2%	0%	9%	1%	2%	1%	1%
Absent	1%	1%	**1%**	1%	1%	1%	2%	0%	9%	1%	1%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: PASADENA ISD
County Name: HARRIS
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.8%	**94.9%**	94.1%	94.9%	93.8%	92.5%	97.9%	94.6%	94.6%	93.1%	94.9%	96.1%
2014-15	95.7%	95.8%	**95.3%**	94.6%	95.3%	94.3%	95.2%	98.0%	95.7%	94.7%	93.6%	95.3%	96.5%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.4%	**0.1%**	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.3%	0.2%	0.2%
2014-15	0.3%	0.4%	**0.3%**	0.3%	0.3%	0.9%	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%	0.5%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	2.2%	**1.8%**	2.8%	1.6%	2.7%	0.0%	0.9%	0.0%	1.0%	2.5%	1.8%	3.8%
2014-15	2.1%	2.2%	**1.5%**	2.6%	1.4%	1.9%	3.3%	0.6%	0.0%	2.0%	2.5%	1.6%	1.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	88.3%	**90.9%**	90.5%	90.7%	88.8%	88.9%	97.7%	*	100.0%	79.5%	90.4%	82.9%
Received GED	0.5%	0.4%	**0.4%**	0.0%	0.4%	1.1%	0.0%	0.0%	*	0.0%	0.0%	0.5%	0.3%
Continued HS	4.2%	4.5%	**3.2%**	2.3%	3.4%	3.6%	0.0%	1.5%	*	0.0%	7.0%	3.2%	6.5%
Dropped Out	6.2%	6.8%	**5.5%**	7.2%	5.5%	6.5%	11.1%	0.8%	*	0.0%	13.5%	5.9%	10.2%
Graduates and GED	89.6%	88.7%	**91.3%**	90.5%	91.1%	89.9%	88.9%	97.7%	*	100.0%	79.5%	90.9%	83.3%
Grads, GED, & Cont	93.8%	93.2%	**94.5%**	92.8%	94.5%	93.5%	88.9%	99.2%	*	100.0%	86.5%	94.1%	89.8%
Class of 2015													
Graduated	89.0%	88.5%	**89.4%**	86.7%	89.8%	85.7%	*	94.6%	*	88.9%	74.1%	89.8%	79.7%
Received GED	0.6%	0.5%	**0.6%**	0.7%	0.5%	1.1%	*	0.9%	*	0.0%	0.0%	0.3%	0.4%
Continued HS	4.1%	4.3%	**3.6%**	3.0%	3.7%	4.6%	*	0.9%	*	0.0%	15.8%	3.0%	3.4%
Dropped Out	6.3%	6.6%	**6.5%**	9.6%	6.1%	8.6%	*	3.6%	*	11.1%	10.0%	6.9%	16.5%
Graduates and GED	89.6%	89.0%	**89.9%**	87.4%	90.2%	86.8%	*	95.5%	*	88.9%	74.1%	90.1%	80.2%
Grads, GED, & Cont	93.7%	93.4%	**93.5%**	90.4%	93.9%	91.4%	*	96.4%	*	88.9%	90.0%	93.1%	83.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	90.8%	**92.2%**	89.5%	92.7%	89.1%	*	94.6%	*	88.9%	87.0%	92.1%	81.9%
Received GED	0.8%	0.7%	**0.7%**	0.7%	0.6%	2.2%	*	0.9%	*	0.0%	0.0%	0.6%	0.4%
Continued HS	1.2%	1.3%	**0.4%**	0.4%	0.4%	0.7%	*	0.0%	*	0.0%	0.4%	0.4%	0.4%
Dropped Out	6.7%	7.1%	**6.7%**	9.4%	6.4%	8.0%	*	4.5%	*	11.1%	12.6%	7.0%	17.2%
Graduates and GED	92.1%	91.6%	**92.9%**	90.3%	93.3%	91.3%	*	95.5%	*	88.9%	87.0%	92.6%	82.4%
Grads, GED, & Cont	93.3%	92.9%	**93.3%**	90.6%	93.6%	92.0%	*	95.5%	*	88.9%	87.4%	93.0%	82.8%
Class of 2014													
Graduated	90.4%	89.9%	**91.7%**	87.9%	92.3%	88.7%	*	93.7%	*	96.4%	78.5%	90.9%	64.3%
Received GED	1.0%	1.0%	**0.8%**	1.6%	0.6%	2.2%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Continued HS	1.3%	1.4%	**0.9%**	0.5%	0.9%	1.1%	*	1.1%	*	0.0%	8.9%	0.7%	1.0%
Dropped Out	7.2%	7.8%	**6.6%**	10.0%	6.2%	8.0%	*	5.3%	*	3.6%	12.7%	7.6%	34.7%
Graduates and GED	91.5%	90.8%	**92.5%**	89.5%	92.9%	90.9%	*	93.7%	*	96.4%	78.5%	91.7%	64.3%
Grads, GED, & Cont	92.8%	92.2%	**93.4%**	90.0%	93.8%	92.0%	*	94.7%	*	96.4%	87.3%	92.4%	65.3%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	90.3%	**92.3%**	88.8%	92.7%	90.1%	*	94.7%	*	96.4%	86.2%	91.4%	63.0%
Received GED	1.2%	1.1%	**1.2%**	1.6%	1.1%	2.6%	*	0.0%	*	0.0%	0.0%	1.4%	0.0%
Continued HS	0.6%	0.6%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	1.0%
Dropped Out	7.2%	7.9%	**6.4%**	9.6%	6.1%	7.4%	*	5.3%	*	3.6%	13.8%	7.2%	36.0%
Graduates and GED	92.2%	91.5%	**93.6%**	90.4%	93.9%	92.6%	*	94.7%	*	96.4%	86.2%	92.8%	63.0%
Grads, GED, & Cont	92.8%	92.1%	**93.6%**	90.4%	93.9%	92.6%	*	94.7%	*	96.4%	86.2%	92.8%	64.0%
Class of 2013													
Graduated	90.9%	90.2%	**91.7%**	90.7%	91.4%	92.9%	100.0%	98.0%	*	85.7%	80.3%	90.5%	68.4%
Received GED	1.4%	1.3%	**2.0%**	2.0%	1.9%	2.9%	0.0%	1.0%	*	3.6%	0.0%	2.2%	0.0%
Continued HS	0.6%	0.6%	**0.2%**	0.5%	0.2%	0.0%	0.0%	0.0%	*	0.0%	2.4%	0.1%	0.0%
Dropped Out	7.2%	7.9%	**6.1%**	6.8%	6.5%	4.2%	0.0%	1.0%	*	10.7%	17.3%	7.2%	31.6%
Graduates and GED	92.3%	91.5%	**93.7%**	92.7%	93.3%	95.8%	100.0%	99.0%	*	89.3%	80.3%	92.7%	68.4%
Grads, GED, & Cont	92.8%	92.1%	**93.9%**	93.2%	93.5%	95.8%	100.0%	99.0%	*	89.3%	82.7%	92.8%	68.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	88.3%	**87.0%**	87.3%	86.6%	86.6%	80.0%	95.6%	*	96.2%	62.1%	87.0%	77.6%
Class of 2015	89.0%	88.5%	**86.2%**	85.4%	86.3%	83.6%	*	91.4%	*	88.9%	69.1%	86.6%	68.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	90.8%	**88.7%**	87.9%	88.9%	86.7%	*	91.4%	*	88.9%	74.7%	88.9%	72.2%
Class of 2014	90.4%	89.9%	**87.8%**	85.5%	88.2%	84.5%	*	90.8%	*	90.0%	70.7%	87.2%	47.4%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	90.3%	**88.4%**	86.4%	88.8%	85.5%	*	91.8%	*	90.0%	75.9%	87.7%	47.4%
Class of 2013	90.9%	90.2%	**89.1%**	87.3%	88.6%	91.5%	100.0%	97.0%	*	85.7%	76.6%	88.2%	58.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	87.4%	**82.2%**	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	19.2%	81.9%	74.5%
Class of 2015	86.1%	85.3%	**80.6%**	66.7%	81.1%	80.8%	*	96.2%	*	100.0%	19.8%	80.3%	63.5%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	2.2%	*	-	*	-	-	-	-	-	-	*	-
Class of 2015	3.5%	4.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	23.4%	*	-	*	-	-	-	-	-	-	*	-
Class of 2015	38.7%	10.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	83.0%	**82.2%**	75.6%	82.2%	83.3%	62.5%	93.8%	*	88.0%	19.2%	81.8%	74.5%
Class of 2015	84.1%	82.1%	**80.6%**	66.7%	81.1%	80.8%	*	96.2%	*	100.0%	19.8%	80.3%	63.5%

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Texas Academic Performance Report

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	85.4%	**80.2%**	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	16.0%	80.9%	73.8%
2014-15	84.3%	83.5%	**77.5%**	65.2%	77.9%	76.6%	*	96.3%	*	100.0%	16.1%	77.8%	64.0%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	2.1%	*	-	*	-	-	-	-	-	-	*	-
2014-15	3.5%	4.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	22.4%	*	-	*	-	-	-	-	-	-	*	-
2014-15	37.3%	10.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.9%	**80.2%**	72.9%	80.2%	81.3%	62.5%	93.1%	*	84.6%	16.0%	80.9%	73.8%
2014-15	82.2%	80.2%	**77.5%**	65.2%	77.9%	76.6%	*	96.3%	*	100.0%	16.1%	77.8%	64.0%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	55.7%	**46.7%**	35.7%	46.1%	50.1%	21.4%	78.6%	33.3%	52.3%	6.2%	45.8%	27.4%
2014-15	54.5%	56.0%	**41.9%**	28.1%	41.5%	43.7%	50.0%	75.5%	*	47.8%	7.7%	40.8%	17.3%
English Language Arts													
2015-16	30.1%	29.1%	**21.0%**	15.4%	19.9%	24.4%	7.7%	50.6%	16.7%	28.6%	0.6%	19.6%	2.5%
2014-15	29.0%	28.3%	**18.8%**	13.1%	17.5%	21.7%	20.0%	51.3%	*	40.0%	1.1%	17.4%	0.8%
Mathematics													
2015-16	43.1%	45.3%	**37.6%**	28.7%	36.6%	41.3%	16.7%	68.0%	16.7%	52.5%	2.9%	37.2%	23.2%
2014-15	43.8%	46.5%	**32.4%**	22.4%	32.1%	32.0%	10.0%	59.7%	*	38.6%	3.5%	31.4%	13.1%
Science													
2015-16	12.2%	12.4%	**8.0%**	2.9%	7.4%	9.9%	9.1%	25.9%	0.0%	8.8%	0.0%	7.5%	1.0%
2014-15	12.7%	12.8%	**8.9%**	4.5%	8.2%	11.0%	0.0%	27.6%	*	17.1%	0.6%	8.2%	1.0%
Social Studies													
2015-16	29.0%	29.2%	**23.1%**	13.7%	22.1%	26.2%	15.4%	58.9%	0.0%	27.5%	1.1%	21.9%	3.0%
2014-15	28.4%	29.1%	**21.7%**	11.2%	20.8%	24.8%	30.0%	55.0%	*	34.1%	1.9%	20.7%	2.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	37.9%	**30.3%**	21.0%	29.8%	34.6%	25.0%	53.9%	30.8%	32.0%	3.0%	29.1%	17.0%
2014-15	34.6%	37.3%	**27.7%**	18.3%	27.1%	32.0%	25.0%	55.8%	22.2%	34.4%	3.7%	26.2%	7.8%
English Language Arts													
2015-16	16.2%	17.5%	**11.3%**	8.0%	10.8%	14.0%	3.8%	26.6%	7.7%	12.8%	0.5%	10.6%	7.7%
2014-15	15.7%	17.1%	**9.9%**	6.7%	9.3%	11.8%	7.7%	24.9%	11.1%	21.1%	0.7%	9.1%	1.1%
Mathematics													
2015-16	19.3%	20.4%	**16.4%**	12.6%	15.7%	20.1%	8.0%	31.8%	7.7%	22.8%	0.8%	15.5%	6.8%
2014-15	19.4%	20.5%	**14.0%**	9.1%	13.8%	14.8%	3.8%	27.6%	22.2%	19.1%	1.1%	13.2%	4.5%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	5.2%	**3.8%**	1.3%	3.6%	5.0%	4.2%	12.5%	0.0%	3.5%	0.0%	3.5%	0.3%
2014-15	5.2%	5.4%	**4.5%**	1.9%	4.2%	5.6%	0.0%	13.0%	12.5%	8.0%	0.3%	4.2%	0.4%
Social Studies													
2015-16	20.8%	21.1%	**18.6%**	11.1%	17.9%	22.8%	24.0%	45.2%	16.7%	22.6%	0.6%	17.3%	1.5%
2014-15	19.5%	20.5%	**19.6%**	11.9%	18.5%	24.2%	22.7%	53.4%	16.7%	34.7%	1.1%	18.1%	1.6%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	50.4%	**40.8%**	35.9%	38.1%	62.8%	50.0%	56.2%	*	68.2%	10.2%	37.0%	7.3%
2014-15	42.0%	44.0%	**41.0%**	23.0%	40.0%	52.0%	-	55.0%	*	60.0%	12.0%	38.0%	13.0%
Mathematics													
2015-16	44.6%	46.2%	**36.8%**	29.1%	34.2%	50.8%	0.0%	71.5%	*	52.4%	4.4%	34.6%	18.0%
2014-15	38.0%	40.0%	**31.0%**	19.0%	29.0%	38.0%	-	64.0%	*	47.0%	12.0%	28.0%	23.0%
Both Subjects													
2015-16	38.7%	40.1%	**27.4%**	20.8%	24.7%	46.7%	0.0%	52.1%	*	52.4%	2.3%	24.7%	3.7%
2014-15	35.0%	37.0%	**26.0%**	18.0%	24.0%	35.0%	-	50.0%	*	47.0%	6.0%	23.0%	10.0%
Either Subject													
2015-16	56.4%	56.4%	**49.9%**	43.9%	47.3%	66.7%	50.0%	75.6%	*	68.2%	12.1%	46.7%	21.3%
2014-15	45.0%	47.0%	**45.0%**	24.0%	45.0%	55.0%	-	69.0%	*	60.0%	17.0%	43.0%	27.0%
College and Career Ready Graduates													
2015-16	75.9%	74.2%	**58.8%**	43.8%	58.6%	65.5%	37.5%	81.7%	*	65.4%	21.6%	57.7%	30.7%
2014-15	74.5%	73.0%	**62.2%**	47.1%	62.5%	60.9%	*	88.8%	*	75.0%	38.1%	61.5%	39.3%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	21.5%	**25.9%**	23.9%	25.1%	34.9%	37.5%	25.2%	*	38.5%	4.2%	24.2%	4.5%
2014-15	10.6%	11.0%	**16.8%**	7.8%	17.5%	18.0%	*	19.6%	*	18.8%	1.8%	17.1%	4.7%
Mathematics													
2015-16	18.1%	18.5%	**22.4%**	18.7%	21.7%	25.0%	0.0%	38.9%	*	23.1%	1.9%	22.0%	11.5%
2014-15	7.1%	8.0%	**10.3%**	5.7%	10.3%	9.0%	*	26.2%	*	6.3%	1.8%	10.5%	8.5%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	49.5%	**39.1%**	24.3%	38.2%	44.8%	25.0%	74.0%	*	50.0%	2.3%	38.2%	13.1%
2014-15	48.1%	49.2%	**37.8%**	25.0%	36.8%	40.2%	*	80.4%	*	68.8%	4.0%	37.2%	13.3%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	9.1%	**5.1%**	3.6%	5.2%	5.2%	12.5%	6.1%	*	7.7%	0.5%	4.8%	1.6%
2014-15	10.6%	8.1%	**4.7%**	3.7%	4.5%	3.9%	*	12.1%	*	12.5%	0.4%	4.1%	0.5%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	51.6%	**35.9%**	21.5%	35.2%	41.3%	12.5%	69.5%	*	38.5%	2.3%	36.1%	15.2%
2014-15	43.4%	48.3%	**35.7%**	24.2%	34.4%	39.5%	*	79.4%	*	68.8%	3.1%	34.9%	9.5%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	40.4%	**28.2%**	22.7%	29.0%	26.2%	25.0%	26.0%	*	26.9%	19.2%	28.9%	18.9%
2014-15	46.6%	39.8%	**36.5%**	27.9%	37.7%	28.5%	*	49.5%	*	12.5%	34.5%	36.9%	27.0%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	26.9%	**24.1%**	13.0%	23.3%	26.4%	7.7%	61.5%	20.0%	20.5%	n/a	23.1%	n/a
2015	24.9%	26.2%	**23.1%**	12.1%	22.2%	25.8%	30.0%	56.9%	*	40.4%	n/a	22.0%	n/a
English Language Arts													
2016	15.5%	15.7%	**14.0%**	7.9%	13.1%	17.7%	0.0%	40.0%	20.0%	20.5%	n/a	13.1%	n/a
2015	15.1%	15.2%	**14.2%**	8.5%	13.0%	16.6%	20.0%	43.9%	*	31.9%	n/a	12.9%	n/a
Mathematics													
2016	6.8%	7.4%	**6.8%**	4.2%	5.9%	6.4%	0.0%	32.5%	0.0%	6.8%	n/a	6.3%	n/a
2015	6.8%	7.0%	**6.9%**	4.3%	6.1%	7.8%	0.0%	27.2%	*	19.1%	n/a	6.2%	n/a
Science													
2016	10.4%	11.0%	**13.4%**	5.8%	12.5%	14.6%	7.7%	47.2%	20.0%	13.6%	n/a	13.1%	n/a
2015	10.2%	10.5%	**12.8%**	5.9%	12.1%	13.5%	10.0%	41.1%	*	23.4%	n/a	12.2%	n/a
Social Studies													
2016	14.8%	16.6%	**14.0%**	7.2%	13.2%	15.8%	0.0%	45.7%	0.0%	13.6%	n/a	13.3%	n/a
2015	14.4%	15.9%	**13.9%**	6.1%	13.1%	15.7%	20.0%	41.9%	*	23.4%	n/a	13.2%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	52.7%	**37.5%**	36.5%	34.1%	46.2%	*	59.5%	*	33.3%	n/a	36.1%	n/a
2015	49.1%	52.6%	**40.1%**	41.5%	36.7%	45.5%	*	61.4%	*	57.9%	n/a	39.0%	n/a
English Language Arts													
2016	43.3%	46.3%	**25.1%**	22.2%	20.6%	40.2%	-	45.3%	*	33.3%	n/a	20.5%	n/a
2015	43.7%	47.1%	**26.6%**	32.6%	21.2%	47.3%	*	42.6%	*	33.3%	n/a	22.8%	n/a
Mathematics													
2016	54.0%	57.4%	**48.8%**	58.3%	44.1%	54.3%	-	64.0%	-	*	n/a	48.6%	n/a
2015	51.7%	57.4%	**49.3%**	65.2%	43.5%	47.7%	-	74.6%	*	44.4%	n/a	46.7%	n/a
Science													
2016	35.1%	37.5%	**15.8%**	18.2%	12.5%	28.8%	*	27.2%	*	16.7%	n/a	14.6%	n/a
2015	35.4%	38.3%	**19.3%**	25.0%	15.3%	35.5%	*	32.7%	*	18.2%	n/a	17.1%	n/a
Social Studies													
2016	41.6%	45.8%	**27.3%**	34.1%	21.2%	41.4%	-	53.7%	-	33.3%	n/a	23.9%	n/a
2015	40.1%	45.4%	**27.0%**	39.4%	21.7%	38.6%	*	50.5%	*	36.4%	n/a	24.3%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	78.3%	**54.1%**	59.0%	52.2%	55.2%	37.5%	84.0%	*	50.0%	n/a	55.9%	n/a
Class of 2015	68.3%	72.1%	**53.5%**	57.0%	51.1%	58.6%	*	88.8%	*	81.3%	n/a	53.8%	n/a

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	22.7%	**12.1%**	5.4%	9.4%	29.5%	*	31.8%	-	38.5%	n/a	10.0%	n/a
Class of 2015	24.3%	25.0%	**12.4%**	7.9%	10.2%	23.3%	-	28.4%	*	38.5%	n/a	9.3%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1367	**1298**	1246	1275	1449	*	1451	-	1500	n/a	1272	n/a
Class of 2015	1394	1386	**1316**	1226	1299	1441	-	1441	*	1496	n/a	1287	n/a
English Language Arts and Writing													
Class of 2016	903	897	**845**	820	830	955	*	913	-	985	n/a	825	n/a
Class of 2015	912	905	**857**	802	846	951	-	912	*	992	n/a	837	n/a
Mathematics													
Class of 2016	472	471	**452**	424	444	495	*	527	-	521	n/a	445	n/a
Class of 2015	482	481	**459**	424	453	490	-	529	*	505	n/a	450	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	20.7	**18.9**	17.0	18.3	22.9	*	22.3	-	23.2	n/a	18.4	n/a
Class of 2015	20.6	21.5	**19.2**	17.5	18.7	22.9	-	21.2	-	21.5	n/a	18.5	n/a
English Language Arts													
Class of 2016	19.8	20.2	**18.1**	16.5	17.4	22.9	*	21.6	-	22.8	n/a	17.5	n/a
Class of 2015	20.1	21.0	**18.3**	16.4	17.8	22.8	-	19.8	-	22.3	n/a	17.5	n/a
Mathematics													
Class of 2016	20.5	21.1	**19.7**	17.4	19.2	22.3	*	23.6	-	23.0	n/a	19.3	n/a
Class of 2015	20.9	21.9	**20.1**	18.5	19.6	21.9	-	23.4	-	21.4	n/a	19.6	n/a
Science													
Class of 2016	20.5	20.9	**19.3**	17.4	18.8	22.9	*	21.9	-	23.7	n/a	18.9	n/a
Class of 2015	20.7	21.5	**19.5**	18.2	19.1	23.1	-	21.5	-	20.0	n/a	18.9	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	58.4%	**57.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	60.0%	**58.4%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	56.3%	**41.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	71.7%	**63.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Texas Academic Performance Report
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Student Information	District Count	District Percent	State Count	State Percent
Total Students:	56,137	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	160	0.3%	13,821	0.3%
Pre-Kindergarten	2,364	4.2%	223,833	4.2%
Kindergarten	3,624	6.5%	371,682	7.0%
Grade 1	4,243	7.6%	395,568	7.4%
Grade 2	4,482	8.0%	408,582	7.6%
Grade 3	4,331	7.7%	412,581	7.7%
Grade 4	4,302	7.7%	410,882	7.7%
Grade 5	4,040	7.2%	400,016	7.5%
Grade 6	4,069	7.2%	398,017	7.4%
Grade 7	4,067	7.2%	396,001	7.4%
Grade 8	4,054	7.2%	392,231	7.3%
Grade 9	4,615	8.2%	431,486	8.1%
Grade 10	4,157	7.4%	395,057	7.4%
Grade 11	4,031	7.2%	363,655	6.8%
Grade 12	3,598	6.4%	330,422	6.2%
Ethnic Distribution:				
African American	4,247	7.6%	673,291	12.6%
Hispanic	46,433	82.7%	2,802,180	52.4%
White	3,289	5.9%	1,499,559	28.1%
American Indian	64	0.1%	20,701	0.4%
Asian	1,707	3.0%	224,834	4.2%
Pacific Islander	31	0.1%	7,687	0.1%
Two or More Races	366	0.7%	115,582	2.2%
Economically Disadvantaged	43,687	77.8%	3,155,117	59.0%
Non-Educationally Disadvantaged	12,450	22.2%	2,188,717	41.0%
English Language Learners (ELL)	16,907	30.1%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	634	1.1%	74,803	1.4%
At-Risk	32,677	58.2%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5,269		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	2,478	47.0%	207,935	44.5%
Students with Physical Disabilities	868	16.5%	102,283	21.9%
Students with Autism	1,006	19.1%	58,444	12.5%
Students with Behavioral Disabilities	864	16.4%	93,082	19.9%
Students with Non-Categorical Early Childhood	53	1.0%	5,867	1.3%

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Texas Academic Performance Report
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Student Information	District Count	District Percent	State Count	State Percent
Graduates (Class of 2016):				
Total Graduates	3,396	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	251	7.4%	41,084	12.7%
Hispanic	2,725	80.2%	157,633	48.6%
White	252	7.4%	104,551	32.2%
American Indian	8	0.2%	1,280	0.4%
Asian	131	3.9%	13,481	4.2%
Pacific Islander	3	0.1%	449	0.1%
Two or More Races	26	0.8%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	672	19.8%	42,804	13.2%
Recommended H.S. Program/DAP	2,723	80.2%	254,625	78.5%
Foundation High School Plan (No Endorsement)	1	0.0%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	0	0.0%	13,904	4.3%
Special Education Graduates	213	6.3%	23,325	7.2%

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Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	0.1%	1.8%	1.6%	7.7%
Grade 1	9.5%	3.8%	13.5%	6.8%
Grade 2	8.5%	2.4%	3.9%	3.1%
Grade 3	3.5%	1.6%	1.0%	1.2%
Grade 4	1.1%	0.8%	0.5%	0.7%
Grade 5	0.2%	0.4%	0.4%	0.7%
Grade 6	0.4%	0.6%	0.0%	0.7%
Grade 7	0.7%	0.7%	0.2%	0.8%
Grade 8	0.1%	0.5%	0.0%	0.9%

	---------- District ---------- Count	Percent	---------- State ---------- Count	Percent
Data Quality:				
Underreported Students	10	0.0%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.3	18.8
Grade 1	18.2	18.8
Grade 2	18.3	18.9
Grade 3	18.3	19.0
Grade 4	18.7	19.0
Grade 5	18.9	20.9
Grade 6	19.1	20.4
Secondary:		
English/Language Arts	12.1	16.8
Foreign Languages	14.1	18.7
Mathematics	12.6	18.0
Science	13.1	19.0
Social Studies	12.8	19.4

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Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	8,132.8	100.0%	705,007.9	100.0%
Professional Staff:	4,882.0	60.0%	451,253.5	64.0%
Teachers	3,846.4	47.3%	352,756.1	50.0%
Professional Support	760.4	9.3%	70,392.1	10.0%
Campus Administration (School Leadership)	197.8	2.4%	20,492.1	2.9%
Central Administration	77.4	1.0%	7,613.2	1.1%
Educational Aides:	907.8	11.2%	67,934.0	9.6%
Auxiliary Staff:	2,343.0	28.8%	185,820.3	26.4%
Total Minority Staff:	4,823.2	59.3%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	360.7	9.4%	35,986.3	10.2%
Hispanic	1,330.2	34.6%	93,694.5	26.6%
White	1,993.5	51.8%	211,028.1	59.8%
American Indian	7.0	0.2%	1,243.7	0.4%
Asian	112.2	2.9%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	42.9	1.1%	3,898.4	1.1%
Males	913.6	23.8%	83,544.8	23.7%
Females	2,932.9	76.2%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	36.6	1.0%	4,333.3	1.2%
Bachelors	2,999.6	78.0%	262,745.0	74.5%
Masters	768.5	20.0%	83,426.6	23.6%
Doctorate	41.7	1.1%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	281.2	7.3%	27,413.0	7.8%
1-5 Years Experience	1,365.2	35.5%	98,846.9	28.0%
6-10 Years Experience	902.3	23.5%	73,646.0	20.9%
11-20 Years Experience	917.9	23.9%	98,156.2	27.8%
Over 20 Years Experience	379.8	9.9%	54,694.0	15.5%
Number of Students per Teacher	14.6	n/a	15.1	n/a

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Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	20.4	19.5
Average Years Experience of Principals with District	19.3	12.2
Average Years Experience of Assistant Principals	15.3	15.7
Average Years Experience of Assistant Principals with District	13.7	10.1
Average Years Experience of Teachers:	9.2	10.9
Average Years Experience of Teachers with District:	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,819	$46,199
1-5 Years Experience	$52,776	$48,779
6-10 Years Experience	$54,387	$51,184
11-20 Years Experience	$54,825	$54,396
Over 20 Years Experience	$61,398	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$54,351	$52,525
Professional Support	$70,369	$61,728
Campus Administration (School Leadership)	$89,472	$76,471
Central Administration	$104,681	$100,397
Instructional Staff Percent:	64.7%	64.6%
Turnover Rate for Teachers:	13.8%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

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Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	15,828	28.2%	1,005,219	18.8%
Career & Technical Education	11,167	19.9%	1,336,684	25.0%
Gifted & Talented Education	2,820	5.0%	415,641	7.8%
Special Education	5,269	9.4%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	590.3	15.3%	21,143.9	6.0%
Career & Technical Education	132.5	3.4%	15,992.3	4.5%
Compensatory Education	0.5	0.0%	9,777.0	2.8%
Gifted & Talented Education	88.9	2.3%	6,556.8	1.9%
Regular Education	2,417.6	62.9%	256,918.3	72.8%
Special Education	512.5	13.3%	30,361.9	8.6%
Other	104.0	2.7%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA HIGH SCHOOL**

Campus Number: **101917001**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: PASADENA HIGH SCHOOL
Campus Number: 101917001

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,780
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	55%	**54%**	33%	54%	61%	*	*	-	*	13%	54%	24%
	2016	65%	56%	**50%**	38%	49%	62%	-	*	-	-	21%	49%	19%
English II	2017	66%	58%	**55%**	47%	55%	68%	*	*	-	*	24%	55%	20%
	2016	67%	59%	**49%**	43%	49%	55%	*	*	-	*	17%	49%	13%
Algebra I	2017	83%	80%	**74%**	75%	74%	74%	100%	*	-	*	31%	75%	58%
	2016	78%	75%	**68%**	*	69%	59%	-	*	-	-	38%	68%	58%
Biology	2017	86%	84%	**84%**	82%	84%	88%	100%	*	-	*	47%	84%	59%
	2016	87%	85%	**84%**	75%	83%	100%	-	*	-	-	52%	83%	65%
U.S. History	2017	91%	92%	**91%**	82%	92%	88%	*	*	-	*	62%	92%	78%
	2016	91%	90%	**88%**	*	89%	86%	-	*	-	-	45%	88%	67%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**69%**	60%	69%	74%	84%	*	-	75%	31%	68%	40%
	2016	75%	72%	**65%**	51%	65%	70%	*	*	-	*	33%	64%	39%
Reading	2017	72%	67%	**55%**	41%	55%	64%	*	*	-	*	18%	54%	22%
	2016	73%	68%	**50%**	41%	49%	59%	*	*	-	*	19%	49%	16%
Mathematics	2017	79%	77%	**74%**	75%	74%	74%	100%	*	-	*	31%	75%	58%
	2016	76%	76%	**68%**	*	69%	59%	-	*	-	-	38%	68%	58%
Science	2017	79%	76%	**84%**	82%	84%	88%	100%	*	-	*	47%	84%	59%
	2016	79%	76%	**84%**	75%	83%	100%	-	*	-	-	52%	83%	65%
Social Studies	2017	77%	79%	**91%**	82%	92%	88%	*	*	-	*	62%	92%	78%
	2016	77%	76%	**88%**	*	89%	86%	-	*	-	-	45%	88%	67%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**55%**	38%	55%	64%	*	*	-	*	25%	54%	15%
	2016	45%	39%	**43%**	*	44%	44%	*	*	-	*	7%	43%	12%

District Name: PASADENA ISD
Campus Name: PASADENA HIGH SCHOOL
Campus Number: 101917001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,780
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**46%**	*	46%	56%	*	*	-	*	17%	44%	5%
	2016	46%	38%	**34%**	*	34%	40%	*	*	-	*	*	34%	3%
Mathematics	2017	48%	41%	**49%**	*	50%	43%	*	*	-	*	15%	49%	20%
	2016	43%	38%	**36%**	*	36%	*	-	*	-	-	10%	35%	25%
Science	2017	52%	47%	**60%**	*	60%	52%	*	*	-	*	21%	58%	14%
	2016	47%	43%	**53%**	*	52%	63%	-	*	-	-	22%	52%	20%
Social Studies	2017	51%	53%	**69%**	60%	69%	87%	*	-	-	*	46%	69%	39%
	2016	47%	47%	**57%**	*	58%	58%	-	*	-	-	*	58%	29%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**12%**	*	12%	14%	*	*	-	*	5%	12%	2%
	2016	18%	14%	**8%**	*	8%	11%	*	*	-	*	4%	8%	1%
Reading	2017	19%	14%	**3%**	*	3%	*	*	*	-	*	6%	4%	1%
	2016	17%	12%	**2%**	*	2%	*	*	*	-	*	3%	2%	*
Mathematics	2017	23%	17%	**16%**	*	16%	22%	*	*	-	*	5%	16%	5%
	2016	19%	14%	**12%**	*	12%	*	-	*	-	-	6%	11%	4%
Science	2017	19%	15%	**17%**	*	17%	*	*	*	-	*	*	17%	*
	2016	16%	13%	**14%**	*	13%	25%	-	*	-	-	*	13%	*
Social Studies	2017	27%	26%	**30%**	*	30%	38%	*	*	-	*	*	30%	*
	2016	22%	21%	**17%**	*	17%	*	-	*	-	-	*	17%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**49%**	*	49%	54%	*	*	-	*	34%	49%	36%
	2016	62%	62%	**41%**	*	41%	*	*	*	-	*	28%	40%	32%
Reading	2017	59%	57%	**51%**	*	51%	*	*	*	-	*	57%	50%	*
	2016	60%	61%	*	*	*	*	*	-	-	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**47%**	*	47%	*	*	*	-	*	15%	46%	36%
	2016	63%	63%	**39%**	*	39%	*	-	*	-	-	*	38%	38%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**8%**	*	8%	13%	*	*	-	*	9%	8%	6%
	2016	17%	16%	**5%**	*	5%	*	*	*	-	*	4%	5%	5%
Reading	2017	17%	16%	**1%**	*	1%	*	*	*	-	*	9%	2%	*
	2016	16%	16%	*	*	*	*	*	-	-	*	*	*	*
Mathematics	2017	20%	16%	**16%**	*	16%	*	*	*	-	*	8%	16%	12%
	2016	17%	15%	**10%**	*	10%	*	-	*	-	-	*	10%	11%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**69%**	-	-	-	-	-	41%	41%	-	26%	41%	40%
	2016	75%	72%	**65%**	-	-	-	-	-	40%	40%	-	26%	40%	39%
Reading	2017	72%	67%	**55%**	-	-	-	-	-	23%	23%	-	20%	23%	22%
	2016	73%	68%	**50%**	-	-	-	-	-	16%	16%	-	14%	16%	16%
Mathematics	2017	79%	77%	**74%**	-	-	-	-	-	61%	61%	-	*	61%	58%
	2016	76%	76%	**68%**	-	-	-	-	-	59%	59%	-	*	59%	58%
Science	2017	79%	76%	**84%**	-	-	-	-	-	61%	61%	-	*	61%	59%
	2016	79%	76%	**84%**	-	-	-	-	-	66%	66%	-	50%	66%	65%
Social Studies	2017	77%	79%	**91%**	-	-	-	-	-	81%	81%	-	60%	81%	78%
	2016	77%	76%	**88%**	-	-	-	-	-	70%	70%	-	*	70%	67%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**55%**	-	-	-	-	-	15%	15%	-	*	15%	15%
	2016	45%	39%	**43%**	-	-	-	-	-	12%	12%	-	*	12%	12%
Reading	2017	48%	41%	**46%**	-	-	-	-	-	4%	4%	-	*	4%	5%
	2016	46%	38%	**34%**	-	-	-	-	-	*	*	-	*	*	3%
Mathematics	2017	48%	41%	**49%**	-	-	-	-	-	20%	20%	-	*	20%	20%
	2016	43%	38%	**36%**	-	-	-	-	-	26%	26%	-	*	26%	25%
Science	2017	52%	47%	**60%**	-	-	-	-	-	14%	14%	-	*	14%	14%
	2016	47%	43%	**53%**	-	-	-	-	-	19%	19%	-	*	19%	20%
Social Studies	2017	51%	53%	**69%**	-	-	-	-	-	41%	41%	-	*	41%	39%
	2016	47%	47%	**57%**	-	-	-	-	-	31%	31%	-	*	31%	29%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**12%**	-	-	-	-	-	2%	2%	-	*	2%	2%
	2016	18%	14%	**8%**	-	-	-	-	-	1%	1%	-	*	1%	1%

District Name: PASADENA ISD
Campus Name: PASADENA HIGH SCHOOL
Campus Number: 101917001

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 2,780
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**3%**	-	-	-	-	-	1%	1%	-	*	1%	1%
	2016	17%	12%	**2%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	17%	**16%**	-	-	-	-	-	4%	4%	-	*	4%	5%
	2016	19%	14%	**12%**	-	-	-	-	-	4%	4%	-	*	4%	4%
Science	2017	19%	15%	**17%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	13%	**14%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	27%	26%	**30%**	-	-	-	-	-	*	*	-	*	*	*
	2016	22%	21%	**17%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**49%**	-	-	-	-	-	33%	33%	-	*	33%	33%
	2016	62%	62%	**41%**	-	-	-	-	-	31%	31%	-	*	31%	30%
Reading	2017	59%	57%	**51%**	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	61%	*	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	59%	**47%**	-	-	-	-	-	30%	30%	-	*	30%	29%
	2016	63%	63%	**39%**	-	-	-	-	-	38%	38%	-	*	38%	37%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**8%**	-	-	-	-	-	4%	4%	-	*	4%	4%
	2016	17%	16%	**5%**	-	-	-	-	-	4%	4%	-	*	4%	4%
Reading	2017	17%	16%	**1%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	16%	*	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	16%	**16%**	-	-	-	-	-	9%	9%	-	*	9%	9%
	2016	17%	15%	**10%**	-	-	-	-	-	9%	9%	-	*	9%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**94%**	81%	94%	91%	100%	100%	-	100%	91%	94%	93%
Included in Accountability	94%	94%	**86%**	65%	87%	83%	100%	100%	-	89%	88%	87%	71%
Not Included in Accountability													
Mobile	4%	4%	**3%**	16%	3%	7%	0%	0%	-	11%	1%	2%	3%
Other Exclusions	1%	2%	**5%**	0%	5%	0%	0%	0%	-	0%	2%	5%	19%
Not Tested	1%	1%	**6%**	19%	6%	9%	0%	0%	-	0%	9%	6%	7%
Absent	1%	1%	**6%**	19%	6%	9%	0%	0%	-	0%	9%	6%	7%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**96%**	89%	96%	97%	100%	100%	-	*	95%	96%	95%
Included in Accountability	94%	94%	**89%**	72%	89%	88%	40%	100%	-	*	89%	90%	80%
Not Included in Accountability													
Mobile	4%	4%	**4%**	17%	3%	9%	60%	0%	-	*	4%	3%	3%
Other Exclusions	1%	1%	**3%**	0%	3%	0%	0%	0%	-	*	2%	3%	12%
Not Tested	1%	1%	**4%**	11%	4%	3%	0%	0%	-	*	5%	4%	5%
Absent	1%	1%	**4%**	11%	4%	3%	0%	0%	-	*	5%	4%	4%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	*	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**90.5%**	86.7%	90.6%	88.2%	*	*	-	*	88.0%	90.5%	88.3%
2014-15	95.7%	95.3%	**91.2%**	84.4%	91.3%	89.8%	*	93.6%	*	*	89.5%	91.6%	89.6%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**2.4%**	7.5%	2.2%	5.4%	0.0%	*	-	0.0%	2.7%	2.2%	5.2%
2014-15	2.1%	1.5%	**3.2%**	5.1%	3.2%	2.0%	*	0.0%	*	*	2.2%	3.0%	3.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.9%	**87.7%**	100.0%	88.1%	76.0%	-	-	-	-	80.8%	87.4%	75.4%
Received GED	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	4.2%	3.2%	**4.2%**	0.0%	4.0%	8.0%	-	-	-	-	3.8%	4.5%	6.2%
Dropped Out	6.2%	5.5%	**8.2%**	0.0%	7.9%	16.0%	-	-	-	-	15.4%	8.1%	18.5%
Graduates and GED	89.6%	91.3%	**87.7%**	100.0%	88.1%	76.0%	-	-	-	-	80.8%	87.4%	75.4%
Grads, GED, & Cont	93.8%	94.5%	**91.8%**	100.0%	92.1%	84.0%	-	-	-	-	84.6%	91.9%	81.5%
Class of 2015													
Graduated	89.0%	89.4%	**82.2%**	66.7%	83.0%	73.7%	-	*	-	*	64.7%	84.1%	61.7%
Received GED	0.6%	0.6%	**0.2%**	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	4.1%	3.6%	**5.6%**	16.7%	5.1%	15.8%	-	*	-	*	21.6%	5.0%	2.1%
Dropped Out	6.3%	6.5%	**12.0%**	16.7%	11.8%	10.5%	-	*	-	*	13.7%	10.9%	36.2%
Graduates and GED	89.6%	89.9%	**82.4%**	66.7%	83.1%	73.7%	-	*	-	*	64.7%	84.1%	61.7%
Grads, GED, & Cont	93.7%	93.5%	**88.0%**	83.3%	88.2%	89.5%	-	*	-	*	86.3%	89.1%	63.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.2%	**86.2%**	81.8%	86.5%	84.2%	-	*	-	*	80.9%	87.7%	64.4%
Received GED	0.8%	0.7%	**0.5%**	0.0%	0.4%	5.3%	-	*	-	*	0.0%	0.2%	0.0%
Continued HS	1.2%	0.4%	**0.5%**	0.0%	0.4%	5.3%	-	*	-	*	0.0%	0.5%	0.0%
Dropped Out	6.7%	6.7%	**12.7%**	18.2%	12.8%	5.3%	-	*	-	*	19.1%	11.6%	35.6%
Graduates and GED	92.1%	92.9%	**86.7%**	81.8%	86.9%	89.5%	-	*	-	*	80.9%	87.9%	64.4%
Grads, GED, & Cont	93.3%	93.3%	**87.3%**	81.8%	87.2%	94.7%	-	*	-	*	80.9%	88.4%	64.4%
Class of 2014													
Graduated	90.4%	91.7%	**86.6%**	33.3%	87.9%	72.0%	-	-	-	*	73.5%	87.7%	58.3%
Received GED	1.0%	0.8%	**0.9%**	0.0%	0.8%	4.0%	-	-	-	*	0.0%	1.2%	0.0%
Continued HS	1.3%	0.9%	**0.9%**	0.0%	1.0%	0.0%	-	-	-	*	11.8%	0.9%	0.0%
Dropped Out	7.2%	6.6%	**11.5%**	66.7%	10.3%	24.0%	-	-	-	*	14.7%	10.2%	41.7%
Graduates and GED	91.5%	92.5%	**87.5%**	33.3%	88.7%	76.0%	-	-	-	*	73.5%	88.9%	58.3%
Grads, GED, & Cont	92.8%	93.4%	**88.5%**	33.3%	89.7%	76.0%	-	-	-	*	85.3%	89.8%	58.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	92.3%	**87.8%**	40.0%	88.8%	75.0%	-	-	-	*	84.4%	88.8%	58.3%
Received GED	1.2%	1.2%	**1.1%**	0.0%	1.0%	4.2%	-	-	-	*	0.0%	1.4%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.4%	**11.0%**	60.0%	10.1%	20.8%	-	-	-	*	15.6%	9.8%	41.7%
Graduates and GED	92.2%	93.6%	**89.0%**	40.0%	89.9%	79.2%	-	-	-	*	84.4%	90.2%	58.3%
Grads, GED, & Cont	92.8%	93.6%	**89.0%**	40.0%	89.9%	79.2%	-	-	-	*	84.4%	90.2%	58.3%
Class of 2013													
Graduated	90.9%	91.7%	**85.9%**	70.0%	86.5%	76.5%	-	*	*	*	63.8%	86.2%	50.0%
Received GED	1.4%	2.0%	**2.2%**	0.0%	2.2%	5.9%	-	*	*	*	0.0%	2.0%	0.0%
Continued HS	0.6%	0.2%	**0.6%**	0.0%	0.6%	0.0%	-	*	*	*	6.4%	0.7%	0.0%
Dropped Out	7.2%	6.1%	**11.3%**	30.0%	10.7%	17.6%	-	*	*	*	29.8%	11.2%	50.0%
Graduates and GED	92.3%	93.7%	**88.1%**	70.0%	88.7%	82.4%	-	*	*	*	63.8%	88.1%	50.0%
Grads, GED, & Cont	92.8%	93.9%	**88.7%**	70.0%	89.3%	82.4%	-	*	*	*	70.2%	88.8%	50.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	87.0%	**83.6%**	100.0%	84.1%	70.4%	-	-	-	-	61.8%	84.6%	73.1%
Class of 2015	89.0%	86.2%	**78.4%**	61.5%	79.3%	70.0%	-	*	-	*	61.1%	80.5%	51.8%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	88.7%	**81.7%**	75.0%	82.3%	76.2%	-	*	-	*	66.7%	83.8%	57.4%
Class of 2014	90.4%	87.8%	**81.1%**	37.5%	82.2%	72.0%	-	-	-	80.0%	65.8%	83.7%	41.2%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.4%	**81.9%**	50.0%	82.7%	75.0%	-	-	-	80.0%	71.1%	84.5%	41.2%
Class of 2013	90.9%	89.1%	**81.9%**	63.6%	82.9%	65.0%	-	*	*	*	60.0%	83.4%	44.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	82.2%	**79.8%**	60.0%	80.4%	68.4%	-	-	-	-	4.8%	80.8%	79.6%
Class of 2015	86.1%	80.6%	**81.6%**	37.5%	82.6%	71.4%	-	*	-	-	15.2%	81.1%	41.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.2%	**79.8%**	60.0%	80.4%	68.4%	-	-	-	-	4.8%	80.8%	79.6%
Class of 2015	84.1%	80.6%	**81.6%**	37.5%	82.6%	71.4%	-	*	-	-	15.2%	81.1%	41.4%
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	80.2%	**77.2%**	37.5%	78.0%	72.2%	-	-	-	-	3.4%	78.4%	76.0%
2014-15	84.3%	77.5%	**76.6%**	44.4%	77.9%	55.6%	-	*	-	-	12.8%	76.6%	42.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.2%	**77.2%**	37.5%	78.0%	72.2%	-	-	-	-	3.4%	78.4%	76.0%
2014-15	82.2%	77.5%	**76.6%**	44.4%	77.9%	55.6%	-	*	-	-	12.8%	76.6%	42.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**47.8%**	15.4%	48.5%	39.5%	-	*	-	*	3.5%	49.5%	37.7%
2014-15	54.5%	41.9%	**50.4%**	15.0%	51.2%	45.0%	-	*	-	*	11.1%	51.1%	20.4%
English Language Arts													
2015-16	30.1%	21.0%	**20.3%**	0.0%	20.6%	18.9%	-	*	-	-	0.0%	20.0%	1.5%
2014-15	29.0%	18.8%	**17.5%**	0.0%	17.4%	25.0%	-	*	-	*	1.7%	17.4%	1.0%
Mathematics													
2015-16	43.1%	37.6%	**39.5%**	20.0%	39.5%	44.8%	-	*	-	-	2.4%	40.8%	32.3%
2014-15	43.8%	32.4%	**46.0%**	23.1%	46.6%	36.4%	-	*	-	*	12.9%	46.4%	16.3%
Science													
2015-16	12.2%	8.0%	**5.7%**	0.0%	5.6%	10.3%	-	*	-	-	0.0%	5.3%	0.0%
2014-15	12.7%	8.9%	**4.1%**	0.0%	3.6%	17.6%	-	*	-	*	3.2%	3.8%	0.0%
Social Studies													
2015-16	29.0%	23.1%	**21.3%**	0.0%	21.6%	18.2%	-	*	-	-	0.0%	20.6%	3.2%
2014-15	28.4%	21.7%	**21.9%**	0.0%	22.1%	22.5%	-	*	-	*	5.2%	22.2%	3.8%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**30.6%**	12.9%	31.0%	25.8%	*	*	-	*	2.6%	31.6%	20.8%
2014-15	34.6%	27.7%	**31.9%**	9.1%	32.1%	30.7%	*	62.5%	-	*	3.5%	31.8%	8.5%
English Language Arts													
2015-16	16.2%	11.3%	**14.1%**	6.7%	14.1%	16.1%	*	*	-	*	1.4%	14.0%	6.2%
2014-15	15.7%	9.9%	**11.4%**	0.0%	11.3%	17.1%	*	25.0%	-	*	0.5%	11.4%	1.2%
Mathematics													
2015-16	19.3%	16.4%	**16.0%**	7.4%	16.1%	16.5%	*	*	-	*	0.5%	16.4%	10.0%
2014-15	19.4%	14.0%	**19.3%**	11.5%	19.5%	15.2%	*	28.6%	-	*	2.5%	19.2%	4.6%
Science													
2015-16	5.1%	3.8%	**2.4%**	0.0%	2.4%	3.8%	*	*	-	*	0.0%	2.3%	0.2%
2014-15	5.2%	4.5%	**3.5%**	0.0%	3.2%	10.1%	*	14.3%	-	*	0.7%	3.4%	0.0%
Social Studies													
2015-16	20.8%	18.6%	**14.7%**	0.0%	14.9%	11.8%	*	*	-	*	0.0%	14.5%	1.5%
2014-15	19.5%	19.6%	**17.0%**	0.0%	17.1%	16.7%	-	37.5%	-	*	1.7%	16.3%	1.8%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	40.8%	**32.5%**	*	31.7%	53.3%	-	-	-	-	0.0%	32.4%	5.3%
2014-15	42.0%	41.0%	**32.0%**	*	32.0%	50.0%	-	*	-	-	17.0%	32.0%	18.0%
Mathematics													
2015-16	44.6%	36.8%	**24.5%**	0.0%	24.0%	46.7%	-	-	-	-	0.0%	24.6%	10.0%
2014-15	38.0%	31.0%	**21.0%**	*	20.0%	50.0%	-	*	-	-	17.0%	19.0%	27.0%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Both Subjects													
2015-16	38.7%	27.4%	**17.4%**	*	16.4%	46.7%	-	-	-	-	0.0%	17.4%	5.3%
2014-15	35.0%	26.0%	**17.0%**	*	16.0%	50.0%	-	*	-	-	17.0%	15.0%	18.0%
Either Subject													
2015-16	56.4%	49.9%	**39.1%**	20.0%	38.8%	53.3%	-	-	-	-	0.0%	39.2%	10.0%
2014-15	45.0%	45.0%	**36.0%**	*	36.0%	50.0%	-	*	-	-	17.0%	36.0%	27.0%
College and Career Ready Graduates													
2015-16	75.9%	58.8%	**59.4%**	25.0%	59.7%	66.7%	-	-	-	-	13.8%	59.5%	50.0%
2014-15	74.5%	62.2%	**74.4%**	44.4%	75.4%	61.1%	-	*	-	-	61.5%	73.4%	39.4%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	25.9%	**20.1%**	12.5%	20.4%	16.7%	-	-	-	-	0.0%	20.9%	2.0%
2014-15	10.6%	16.8%	**11.8%**	0.0%	12.5%	0.0%	-	*	-	-	2.6%	12.5%	3.0%
Mathematics													
2015-16	18.1%	22.4%	**14.0%**	0.0%	14.3%	11.1%	-	-	-	-	0.0%	14.8%	6.0%
2014-15	7.1%	10.3%	**4.7%**	0.0%	5.0%	0.0%	-	*	-	-	2.6%	4.7%	6.1%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	39.1%	**40.6%**	0.0%	40.9%	50.0%	-	-	-	-	0.0%	41.7%	22.0%
2014-15	48.1%	37.8%	**45.5%**	22.2%	46.1%	33.3%	-	*	-	-	10.3%	44.8%	12.1%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	5.1%	**9.0%**	0.0%	9.3%	5.6%	-	-	-	-	0.0%	8.7%	4.0%
2014-15	10.6%	4.7%	**7.3%**	0.0%	7.1%	5.6%	-	*	-	-	0.0%	7.0%	3.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	35.9%	**41.6%**	0.0%	41.7%	55.6%	-	-	-	-	0.0%	43.0%	22.0%
2014-15	43.4%	35.7%	**40.7%**	22.2%	41.1%	33.3%	-	*	-	-	7.7%	40.9%	18.2%
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	28.2%	**28.2%**	25.0%	28.2%	27.8%	-	-	-	-	13.8%	27.7%	30.0%
2014-15	46.6%	36.5%	**41.7%**	33.3%	42.4%	33.3%	-	*	-	-	53.8%	41.1%	24.2%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	24.1%	**21.7%**	0.0%	21.9%	22.5%	-	*	-	*	n/a	22.2%	n/a
2015	24.9%	23.1%	**21.6%**	5.3%	21.6%	25.6%	-	*	-	*	n/a	22.4%	n/a
English Language Arts													
2016	15.5%	14.0%	**11.6%**	0.0%	11.5%	17.5%	-	*	-	*	n/a	11.5%	n/a
2015	15.1%	14.2%	**11.2%**	0.0%	11.1%	18.6%	-	*	-	*	n/a	11.3%	n/a
Mathematics													
2016	6.8%	6.8%	**5.4%**	0.0%	5.1%	15.0%	-	*	-	*	n/a	5.9%	n/a
2015	6.8%	6.9%	**5.5%**	5.3%	5.4%	9.3%	-	*	-	*	n/a	5.2%	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Science													
2016	10.4%	13.4%	**14.1%**	0.0%	14.1%	17.5%	-	*	-	*	n/a	14.2%	n/a
2015	10.2%	12.8%	**11.5%**	0.0%	11.4%	20.9%	-	*	-	*	n/a	11.6%	n/a
Social Studies													
2016	14.8%	14.0%	**7.0%**	0.0%	7.0%	7.5%	-	*	-	*	n/a	7.0%	n/a
2015	14.4%	13.9%	**8.9%**	0.0%	8.8%	11.6%	-	*	-	*	n/a	9.1%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	37.5%	**23.9%**	-	22.5%	66.7%	-	*	-	-	n/a	25.1%	n/a
2015	49.1%	40.1%	**39.9%**	*	40.2%	45.5%	-	*	-	*	n/a	40.1%	n/a
English Language Arts													
2016	43.3%	25.1%	**9.4%**	-	9.2%	14.3%	-	*	-	-	n/a	7.1%	n/a
2015	43.7%	26.6%	**14.7%**	-	13.3%	37.5%	-	-	-	*	n/a	14.3%	n/a
Mathematics													
2016	54.0%	48.8%	**57.8%**	-	55.2%	83.3%	-	-	-	-	n/a	62.1%	n/a
2015	51.7%	49.3%	**52.4%**	*	55.2%	*	-	-	-	-	n/a	58.3%	n/a
Science													
2016	35.1%	15.8%	**8.3%**	-	6.3%	57.1%	-	*	-	-	n/a	9.3%	n/a
2015	35.4%	19.3%	**14.4%**	-	13.0%	33.3%	-	-	-	-	n/a	15.9%	n/a
Social Studies													
2016	41.6%	27.3%	**13.1%**	-	11.3%	*	-	*	-	-	n/a	13.0%	n/a
2015	40.1%	27.0%	**14.7%**	-	14.7%	20.0%	-	*	-	*	n/a	14.3%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	54.1%	**59.4%**	37.5%	59.7%	61.1%	-	-	-	-	n/a	61.3%	n/a
Class of 2015	68.3%	53.5%	**46.5%**	33.3%	46.6%	38.9%	-	*	-	-	n/a	48.3%	n/a
At/Above Criterion													
Class of 2016	22.5%	12.1%	**8.1%**	*	6.8%	45.5%	-	-	-	-	n/a	7.3%	n/a
Class of 2015	24.3%	12.4%	**10.6%**	*	9.4%	42.9%	-	*	-	-	n/a	9.3%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1298	**1236**	*	1229	1427	-	-	-	-	n/a	1233	n/a
Class of 2015	1394	1316	**1290**	*	1284	1489	-	*	-	-	n/a	1284	n/a
English Language Arts and Writing													
Class of 2016	903	845	**803**	*	799	922	-	-	-	-	n/a	798	n/a
Class of 2015	912	857	**841**	*	836	996	-	*	-	-	n/a	835	n/a
Mathematics													
Class of 2016	472	452	**432**	*	430	505	-	-	-	-	n/a	434	n/a
Class of 2015	482	459	**449**	*	448	493	-	*	-	-	n/a	449	n/a

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Average ACT Score													
All Subjects													
Class of 2016	20.3	18.9	**19.4**	-	19.3	*	-	-	-	-	n/a	18.9	n/a
Class of 2015	20.6	19.2	**19.3**	*	19.2	*	-	*	-	-	n/a	19.2	n/a
English Language Arts													
Class of 2016	19.8	18.1	**18.5**	-	18.3	*	-	-	-	-	n/a	17.8	n/a
Class of 2015	20.1	18.3	**18.3**	*	18.2	*	-	*	-	-	n/a	18.2	n/a
Mathematics													
Class of 2016	20.5	19.7	**20.6**	-	20.5	*	-	-	-	-	n/a	20.2	n/a
Class of 2015	20.9	20.1	**20.3**	*	20.2	*	-	*	-	-	n/a	20.4	n/a
Science													
Class of 2016	20.5	19.3	**20.0**	-	20.0	*	-	-	-	-	n/a	19.8	n/a
Class of 2015	20.7	19.5	**19.8**	*	19.7	*	-	*	-	-	n/a	19.6	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	**49.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	**52.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2,780	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	821	29.5%	8.2%	8.1%
Grade 10	721	25.9%	7.4%	7.4%
Grade 11	654	23.5%	7.2%	6.8%
Grade 12	584	21.0%	6.4%	6.2%
Ethnic Distribution:				
African American	34	1.2%	7.6%	12.6%
Hispanic	2,642	95.0%	82.7%	52.4%
White	88	3.2%	5.9%	28.1%
American Indian	6	0.2%	0.1%	0.4%
Asian	5	0.2%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	0.2%	0.7%	2.2%
Economically Disadvantaged	2,285	82.2%	77.8%	59.0%
Non-Educationally Disadvantaged	495	17.8%	22.2%	41.0%
English Language Learners (ELL)	484	17.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	61	2.1%	1.1%	1.4%
At-Risk	1,567	56.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	242			
By Type of Primary Disability				
Students with Intellectual Disabilities	184	76.0%	47.0%	44.5%
Students with Physical Disabilities	9	3.7%	16.5%	21.9%
Students with Autism	20	8.3%	19.1%	12.5%
Students with Behavioral Disabilities	29	12.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

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Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	402	13.9%	15.5%	16.2%
By Ethnicity:				
African American	14	0.5%		
Hispanic	350	12.1%		
White	32	1.1%		
American Indian	3	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.1%		
Graduates (Class of 2016):				
Total Graduates	522	100.0%	3,396	324,311
By Ethnicity (incl. Special Ed.):				
African American	8	1.5%	251	41,084
Hispanic	496	95.0%	2,725	157,633
White	18	3.4%	252	104,551
American Indian	0	0.0%	8	1,280
Asian	0	0.0%	131	13,481
Pacific Islander	0	0.0%	3	449
Two or More Races	0	0.0%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	119	22.8%	672	42,804
Recommended H.S. Program/DAP	403	77.2%	2,723	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	1	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	29	5.6%	213	23,325

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Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	10.9	12.1	16.8
Foreign Languages	12.9	14.1	18.7
Mathematics	11.1	12.6	18.0
Science	11.2	13.1	19.0
Social Studies	10.3	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	243.9	100.0%	100.0%	100.0%
Professional Staff:	220.7	90.5%	60.0%	64.0%
Teachers	188.4	77.2%	47.3%	50.0%
Professional Support	25.1	10.3%	9.3%	10.0%
Campus Administration (School Leadership)	7.2	3.0%	2.4%	2.9%
Educational Aides:	23.2	9.5%	11.2%	9.6%
Total Minority Staff:	130.4	53.4%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	30.0	15.9%	9.4%	10.2%
Hispanic	53.6	28.4%	34.6%	26.6%
White	94.7	50.2%	51.8%	59.8%
American Indian	1.0	0.5%	0.2%	0.4%
Asian	8.1	4.3%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	0.5%	1.1%	1.1%
Males	80.9	42.9%	23.8%	23.7%
Females	107.5	57.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	8.1	4.3%	1.0%	1.2%
Bachelors	123.3	65.4%	78.0%	74.5%
Masters	53.7	28.5%	20.0%	23.6%
Doctorate	3.4	1.8%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	13.8	7.3%	7.3%	7.8%
1-5 Years Experience	77.4	41.1%	35.5%	28.0%
6-10 Years Experience	34.4	18.3%	23.5%	20.9%
11-20 Years Experience	32.9	17.5%	23.9%	27.8%
Over 20 Years Experience	29.8	15.8%	9.9%	15.5%
Number of Students per Teacher	14.8	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.5	20.4	19.5
Average Years Experience of Principals with District	14.5	19.3	12.2
Average Years Experience of Assistant Principals	12.2	15.3	15.7
Average Years Experience of Assistant Principals with District	10.5	13.7	10.1
Average Years Experience of Teachers:	9.3	9.2	10.9
Average Years Experience of Teachers with District:	6.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,337	$50,819	$46,199
1-5 Years Experience	$53,693	$52,776	$48,779
6-10 Years Experience	$56,883	$54,387	$51,184
11-20 Years Experience	$57,491	$54,825	$54,396
Over 20 Years Experience	$65,403	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,255	$54,351	$52,525
Professional Support	$72,226	$70,369	$61,728
Campus Administration (School Leadership)	$94,121	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	457	16.4%	28.2%	18.8%
Career & Technical Education	1,905	68.5%	19.9%	25.0%
Gifted & Talented Education	192	6.9%	5.0%	7.8%
Special Education	242	8.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	1.1%	15.3%	6.0%
Career & Technical Education	23.6	12.5%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	120.6	64.0%	62.9%	72.8%
Special Education	20.3	10.8%	13.3%	8.6%
Other	21.8	11.6%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAM RAYBURN H S**

Campus Number: **101917002**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

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District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,994
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	55%	**48%**	42%	48%	52%	*	*	-	*	17%	47%	21%
	2016	65%	56%	**51%**	42%	52%	42%	*	-	-	*	18%	50%	26%
English II	2017	66%	58%	**54%**	48%	54%	46%	*	*	-	*	20%	52%	21%
	2016	67%	59%	**52%**	57%	51%	62%	-	*	-	*	18%	50%	21%
Algebra I	2017	83%	80%	**77%**	69%	78%	60%	*	*	-	*	48%	77%	58%
	2016	78%	75%	**68%**	48%	69%	57%	*	-	-	*	33%	67%	54%
Biology	2017	86%	84%	**79%**	83%	80%	70%	*	*	-	*	46%	79%	52%
	2016	87%	85%	**79%**	77%	80%	72%	*	-	-	*	40%	78%	63%
U.S. History	2017	91%	92%	**88%**	92%	89%	81%	-	*	-	*	60%	87%	66%
	2016	91%	90%	**84%**	79%	84%	90%	-	*	*	*	44%	84%	53%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	65%	67%	59%	100%	*	-	91%	36%	66%	39%
	2016	75%	72%	**64%**	56%	65%	61%	*	*	*	73%	29%	63%	40%
Reading	2017	72%	67%	**51%**	45%	51%	50%	*	*	-	*	19%	49%	21%
	2016	73%	68%	**51%**	49%	52%	50%	*	*	-	*	18%	50%	24%
Mathematics	2017	79%	77%	**77%**	69%	78%	60%	*	*	-	*	48%	77%	58%
	2016	76%	76%	**68%**	48%	69%	57%	*	-	-	*	33%	67%	54%
Science	2017	79%	76%	**79%**	83%	80%	70%	*	*	-	*	46%	79%	52%
	2016	79%	76%	**79%**	77%	80%	72%	*	-	-	*	40%	78%	63%
Social Studies	2017	77%	79%	**88%**	92%	89%	81%	-	*	-	*	60%	87%	66%
	2016	77%	76%	**84%**	79%	84%	90%	-	*	*	*	44%	84%	53%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**51%**	43%	51%	50%	*	*	-	86%	21%	49%	13%
	2016	45%	39%	**45%**	23%	46%	47%	*	*	*	*	8%	43%	12%

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,994
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**40%**	23%	39%	47%	*	*	-	*	15%	38%	5%
	2016	46%	38%	**35%**	23%	35%	38%	*	-	-	*	4%	34%	7%
Mathematics	2017	48%	41%	**46%**	40%	47%	40%	*	*	-	*	18%	46%	35%
	2016	43%	38%	**38%**	25%	38%	30%	*	-	-	*	6%	37%	19%
Science	2017	52%	47%	**57%**	47%	57%	65%	*	*	-	*	26%	56%	14%
	2016	47%	43%	**57%**	35%	59%	41%	*	-	-	*	7%	56%	26%
Social Studies	2017	51%	53%	**64%**	63%	64%	58%	-	-	-	*	31%	61%	21%
	2016	47%	47%	**62%**	*	62%	73%	-	*	*	*	23%	60%	14%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**10%**	10%	10%	10%	*	*	-	*	3%	10%	2%
	2016	18%	14%	**8%**	4%	8%	11%	*	*	*	*	2%	8%	2%
Reading	2017	19%	14%	**2%**	*	2%	4%	*	*	-	*	2%	2%	*
	2016	17%	12%	**2%**	*	2%	5%	*	-	-	*	2%	2%	*
Mathematics	2017	23%	17%	**12%**	*	13%	*	*	*	-	*	*	13%	6%
	2016	19%	14%	**10%**	*	11%	*	*	-	-	*	*	10%	5%
Science	2017	19%	15%	**13%**	*	13%	18%	*	*	-	*	*	14%	*
	2016	16%	13%	**14%**	*	14%	13%	*	-	-	*	*	14%	4%
Social Studies	2017	27%	26%	**26%**	46%	25%	30%	-	-	-	*	9%	26%	*
	2016	22%	21%	**21%**	*	20%	34%	-	*	*	*	*	20%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**47%**	*	48%	*	*	*	-	*	31%	47%	43%
	2016	62%	62%	**40%**	*	40%	*	*	*	-	*	25%	39%	32%
Reading	2017	59%	57%	**48%**	*	48%	*	*	*	-	*	*	48%	*
	2016	60%	61%	*	*	*	*	-	*	-	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**47%**	*	47%	*	*	*	-	*	*	46%	48%
	2016	63%	63%	**38%**	*	39%	*	*	-	-	*	*	37%	31%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**6%**	*	6%	*	*	*	-	*	3%	6%	5%
	2016	17%	16%	**5%**	*	5%	*	*	*	-	*	3%	5%	5%
Reading	2017	17%	16%	**1%**	*	1%	*	*	*	-	*	*	1%	*
	2016	16%	16%	*	*	*	*	-	*	-	*	*	*	*
Mathematics	2017	20%	16%	**12%**	*	12%	*	*	*	-	*	*	12%	10%
	2016	17%	15%	**10%**	*	10%	*	*	-	-	*	*	10%	10%

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 2,994
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	-	-	-	-	-	39%	39%	-	40%	39%	39%
	2016	75%	72%	**64%**	*	-	*	-	-	41%	41%	*	37%	41%	40%
Reading	2017	72%	67%	**51%**	-	-	-	-	-	21%	21%	-	28%	21%	21%
	2016	73%	68%	**51%**	*	-	*	-	-	24%	24%	*	19%	24%	24%
Mathematics	2017	79%	77%	**77%**	-	-	-	-	-	59%	59%	-	*	59%	58%
	2016	76%	76%	**68%**	*	-	*	-	-	55%	55%	-	46%	54%	54%
Science	2017	79%	76%	**79%**	-	-	-	-	-	52%	52%	-	*	52%	52%
	2016	79%	76%	**79%**	-	-	-	-	-	63%	63%	-	70%	63%	63%
Social Studies	2017	77%	79%	**88%**	-	-	-	-	-	66%	66%	-	*	66%	66%
	2016	77%	76%	**84%**	*	-	*	-	-	52%	52%	*	*	52%	53%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**51%**	-	-	-	-	-	12%	12%	-	*	12%	13%
	2016	45%	39%	**45%**	*	-	*	-	-	13%	13%	*	*	13%	12%
Reading	2017	48%	41%	**40%**	-	-	-	-	-	5%	5%	-	*	5%	5%
	2016	46%	38%	**35%**	-	-	-	-	-	7%	7%	*	*	7%	7%
Mathematics	2017	48%	41%	**46%**	-	-	-	-	-	34%	34%	-	*	34%	35%
	2016	43%	38%	**38%**	-	-	-	-	-	21%	21%	-	*	21%	19%
Science	2017	52%	47%	**57%**	-	-	-	-	-	13%	13%	-	*	13%	14%
	2016	47%	43%	**57%**	-	-	-	-	-	28%	28%	-	*	28%	26%
Social Studies	2017	51%	53%	**64%**	-	-	-	-	-	20%	20%	-	*	20%	21%
	2016	47%	47%	**62%**	*	-	*	-	-	15%	15%	-	*	15%	14%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**10%**	-	-	-	-	-	2%	2%	-	*	2%	2%
	2016	18%	14%	**8%**	*	-	*	-	-	2%	2%	*	*	2%	2%

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 2,994
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**2%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	12%	**2%**	*	-	*	-	-	*	*	*	*	*	*
Mathematics	2017	23%	17%	**12%**	-	-	-	-	-	5%	5%	-	*	5%	6%
	2016	19%	14%	**10%**	*	-	*	-	-	6%	6%	-	*	6%	5%
Science	2017	19%	15%	**13%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	13%	**14%**	-	-	-	-	-	5%	5%	-	*	5%	4%
Social Studies	2017	27%	26%	**26%**	-	-	-	-	-	*	*	-	*	*	*
	2016	22%	21%	**21%**	*	-	*	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**47%**	-	-	-	-	-	40%	40%	-	*	40%	41%
	2016	62%	62%	**40%**	-	-	-	-	-	30%	30%	*	*	30%	30%
Reading	2017	59%	57%	**48%**	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	61%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	64%	59%	**47%**	-	-	-	-	-	45%	45%	-	*	45%	44%
	2016	63%	63%	**38%**	-	-	-	-	-	28%	28%	-	*	28%	26%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**6%**	-	-	-	-	-	4%	4%	-	*	4%	4%
	2016	17%	16%	**5%**	-	-	-	-	-	5%	5%	*	*	5%	4%
Reading	2017	17%	16%	**1%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	16%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	20%	16%	**12%**	-	-	-	-	-	8%	8%	-	*	8%	8%
	2016	17%	15%	**10%**	-	-	-	-	-	11%	11%	-	*	11%	10%

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 2,994
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**97%**	94%	98%	93%	100%	100%	-	80%	98%	97%	98%
Included in Accountability	94%	94%	**91%**	82%	92%	82%	86%	83%	-	73%	90%	92%	86%
Not Included in Accountability													
Mobile	4%	4%	**4%**	12%	3%	11%	0%	0%	-	7%	5%	4%	4%
Other Exclusions	1%	2%	**2%**	1%	2%	0%	14%	17%	-	0%	3%	2%	8%
Not Tested	1%	1%	**3%**	6%	2%	7%	0%	0%	-	20%	2%	3%	2%
Absent	1%	1%	**3%**	6%	2%	7%	0%	0%	-	20%	2%	3%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	98%	98%	98%	100%	*	*	100%	98%	97%	99%
Included in Accountability	94%	94%	**91%**	83%	92%	88%	100%	*	*	100%	92%	92%	86%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	4%	9%	0%	*	*	0%	5%	4%	5%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	0%	*	*	0%	1%	1%	7%
Not Tested	1%	1%	**2%**	2%	2%	2%	0%	*	*	0%	2%	3%	1%
Absent	1%	1%	**2%**	2%	2%	2%	0%	*	*	0%	2%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 2,994
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**91.3%**	89.7%	91.5%	88.1%	*	*	*	92.4%	89.6%	91.7%	91.9%
2014-15	95.7%	95.3%	**92.6%**	90.2%	92.8%	90.6%	*	*	*	91.3%	89.1%	92.7%	93.7%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**0.8%**	0.0%	0.9%	0.5%	*	0.0%	*	0.0%	0.6%	0.8%	1.5%
2014-15	2.1%	1.5%	**0.7%**	0.0%	0.7%	1.4%	*	*	*	0.0%	0.6%	0.6%	0.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.9%	**92.8%**	95.0%	92.9%	91.9%	-	*	-	*	83.3%	93.5%	84.5%
Received GED	0.5%	0.4%	**0.3%**	0.0%	0.3%	0.0%	-	*	-	*	0.0%	0.2%	0.0%
Continued HS	4.2%	3.2%	**3.7%**	5.0%	3.4%	5.4%	-	*	-	*	10.4%	3.0%	8.6%
Dropped Out	6.2%	5.5%	**3.3%**	0.0%	3.4%	2.7%	-	*	-	*	6.3%	3.4%	6.9%
Graduates and GED	89.6%	91.3%	**93.1%**	95.0%	93.2%	91.9%	-	*	-	*	83.3%	93.6%	84.5%
Grads, GED, & Cont	93.8%	94.5%	**96.7%**	100.0%	96.6%	97.3%	-	*	-	*	93.8%	96.6%	93.1%
Class of 2015													
Graduated	89.0%	89.4%	**90.6%**	90.0%	90.8%	87.7%	*	-	-	*	67.3%	92.2%	92.3%
Received GED	0.6%	0.6%	**0.6%**	0.0%	0.7%	0.0%	*	-	-	*	0.0%	0.4%	0.0%
Continued HS	4.1%	3.6%	**5.8%**	5.0%	5.9%	5.3%	*	-	-	*	28.8%	4.1%	1.9%
Dropped Out	6.3%	6.5%	**3.0%**	5.0%	2.5%	7.0%	*	-	-	*	3.8%	3.3%	5.8%
Graduates and GED	89.6%	89.9%	**91.2%**	90.0%	91.5%	87.7%	*	-	-	*	67.3%	92.6%	92.3%
Grads, GED, & Cont	93.7%	93.5%	**97.0%**	95.0%	97.5%	93.0%	*	-	-	*	96.2%	96.7%	94.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.2%	**96.0%**	95.0%	96.2%	94.5%	*	-	-	*	95.5%	96.1%	94.3%
Received GED	0.8%	0.7%	**0.8%**	0.0%	0.9%	0.0%	*	-	-	*	0.0%	0.7%	0.0%
Continued HS	1.2%	0.4%	**0.5%**	0.0%	0.5%	0.0%	*	-	-	*	0.0%	0.2%	0.0%
Dropped Out	6.7%	6.7%	**2.7%**	5.0%	2.4%	5.5%	*	-	-	*	4.5%	3.1%	5.7%
Graduates and GED	92.1%	92.9%	**96.8%**	95.0%	97.1%	94.5%	*	-	-	*	95.5%	96.7%	94.3%
Grads, GED, & Cont	93.3%	93.3%	**97.3%**	95.0%	97.6%	94.5%	*	-	-	*	95.5%	96.9%	94.3%
Class of 2014													
Graduated	90.4%	91.7%	**94.7%**	100.0%	94.7%	93.8%	-	*	-	*	83.9%	94.7%	80.8%
Received GED	1.0%	0.8%	**0.3%**	0.0%	0.4%	0.0%	-	*	-	*	0.0%	0.2%	0.0%
Continued HS	1.3%	0.9%	**1.8%**	0.0%	1.8%	2.1%	-	*	-	*	14.3%	1.3%	3.8%
Dropped Out	7.2%	6.6%	**3.1%**	0.0%	3.1%	4.2%	-	*	-	*	1.8%	3.8%	15.4%
Graduates and GED	91.5%	92.5%	**95.1%**	100.0%	95.0%	93.8%	-	*	-	*	83.9%	94.9%	80.8%
Grads, GED, & Cont	92.8%	93.4%	**96.9%**	100.0%	96.9%	95.8%	-	*	-	*	98.2%	96.2%	84.6%

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Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	92.3%	**95.9%**	100.0%	95.7%	95.8%	-	*	-	*	98.1%	95.8%	77.8%
Received GED	1.2%	1.2%	**0.7%**	0.0%	0.7%	0.0%	-	*	-	*	0.0%	0.6%	0.0%
Continued HS	0.6%	0.1%	**0.2%**	0.0%	0.2%	0.0%	-	*	-	*	0.0%	0.0%	3.7%
Dropped Out	7.2%	6.4%	**3.3%**	0.0%	3.3%	4.2%	-	*	-	*	1.9%	3.6%	18.5%
Graduates and GED	92.2%	93.6%	**96.5%**	100.0%	96.5%	95.8%	-	*	-	*	98.1%	96.4%	77.8%
Grads, GED, & Cont	92.8%	93.6%	**96.7%**	100.0%	96.7%	95.8%	-	*	-	*	98.1%	96.4%	81.5%
Class of 2013													
Graduated	90.9%	91.7%	**91.3%**	90.0%	91.7%	86.5%	*	*	-	100.0%	80.6%	90.4%	83.9%
Received GED	1.4%	2.0%	**2.8%**	0.0%	2.4%	7.7%	*	*	-	0.0%	0.0%	2.9%	0.0%
Continued HS	0.6%	0.2%	**0.2%**	10.0%	0.0%	0.0%	*	*	-	0.0%	1.6%	0.0%	0.0%
Dropped Out	7.2%	6.1%	**5.7%**	0.0%	5.9%	5.8%	*	*	-	0.0%	17.7%	6.7%	16.1%
Graduates and GED	92.3%	93.7%	**94.1%**	90.0%	94.1%	94.2%	*	*	-	100.0%	80.6%	93.3%	83.9%
Grads, GED, & Cont	92.8%	93.9%	**94.3%**	100.0%	94.1%	94.2%	*	*	-	100.0%	82.3%	93.3%	83.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	87.0%	**87.6%**	95.0%	87.4%	89.5%	*	*	-	*	61.5%	89.6%	80.3%
Class of 2015	89.0%	86.2%	**87.1%**	85.7%	87.4%	84.7%	*	-	-	*	62.5%	88.9%	82.8%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	88.7%	**91.2%**	90.5%	91.3%	89.7%	*	-	-	*	73.7%	92.5%	86.2%
Class of 2014	90.4%	87.8%	**89.8%**	92.9%	89.9%	86.5%	-	*	-	*	74.6%	90.2%	61.1%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.4%	**90.8%**	92.9%	90.9%	88.5%	-	*	-	*	82.5%	90.8%	61.1%
Class of 2013	90.9%	89.1%	**87.8%**	81.8%	88.1%	83.3%	*	*	-	100.0%	74.3%	86.8%	65.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	82.2%	**84.1%**	63.2%	84.8%	82.4%	-	*	-	*	22.5%	83.4%	79.6%
Class of 2015	86.1%	80.6%	**82.8%**	61.1%	83.5%	82.0%	*	-	-	*	22.9%	83.3%	72.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.2%	**84.1%**	63.2%	84.8%	82.4%	-	*	-	*	22.5%	83.4%	79.6%
Class of 2015	84.1%	80.6%	**82.8%**	61.1%	83.5%	82.0%	*	-	-	*	22.9%	83.3%	72.9%
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	80.2%	**81.3%**	63.2%	82.0%	75.0%	-	*	-	*	17.0%	82.5%	78.7%
2014-15	84.3%	77.5%	**77.7%**	57.9%	78.3%	77.8%	*	-	-	*	16.3%	78.1%	71.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.2%	**81.3%**	63.2%	82.0%	75.0%	-	*	-	*	17.0%	82.5%	78.7%
2014-15	82.2%	77.5%	**77.7%**	57.9%	78.3%	77.8%	*	-	-	*	16.3%	78.1%	71.2%

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2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**46.9%**	38.2%	47.1%	47.2%	*	*	*	20.0%	11.8%	46.7%	25.4%
2014-15	54.5%	41.9%	**39.8%**	18.6%	39.8%	45.1%	*	*	-	60.0%	5.2%	39.6%	17.6%
English Language Arts													
2015-16	30.1%	21.0%	**20.9%**	6.3%	20.6%	29.7%	*	*	*	20.0%	1.1%	20.2%	3.4%
2014-15	29.0%	18.8%	**18.6%**	9.8%	18.5%	21.1%	*	*	-	40.0%	1.0%	18.0%	0.0%
Mathematics													
2015-16	43.1%	37.6%	**38.2%**	32.1%	38.6%	34.4%	*	*	*	20.0%	8.1%	37.5%	19.4%
2014-15	43.8%	32.4%	**28.9%**	13.9%	28.9%	32.9%	*	*	-	*	0.0%	28.5%	13.0%
Science													
2015-16	12.2%	8.0%	**5.4%**	0.0%	5.4%	7.5%	*	*	*	0.0%	0.0%	5.6%	1.9%
2014-15	12.7%	8.9%	**5.5%**	0.0%	5.4%	7.7%	*	*	-	*	0.0%	5.3%	1.8%
Social Studies													
2015-16	29.0%	23.1%	**21.9%**	9.4%	22.0%	22.5%	*	*	*	20.0%	2.0%	21.6%	6.0%
2014-15	28.4%	21.7%	**21.4%**	2.4%	21.6%	26.9%	*	*	-	20.0%	1.9%	21.3%	2.6%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**30.1%**	17.6%	30.4%	30.1%	*	60.0%	*	22.2%	4.9%	29.2%	14.0%
2014-15	34.6%	27.7%	**25.5%**	10.8%	25.2%	34.6%	*	*	*	36.4%	3.1%	24.5%	8.4%
English Language Arts													
2015-16	16.2%	11.3%	**10.1%**	3.4%	10.0%	13.4%	*	60.0%	*	11.1%	0.7%	9.4%	5.0%
2014-15	15.7%	9.9%	**8.9%**	4.5%	8.8%	11.4%	*	*	*	18.2%	0.4%	8.4%	0.9%
Mathematics													
2015-16	19.3%	16.4%	**16.4%**	10.8%	16.6%	14.4%	*	*	*	11.1%	2.0%	15.5%	5.5%
2014-15	19.4%	14.0%	**12.9%**	6.0%	12.8%	16.7%	*	*	*	20.0%	0.0%	12.3%	4.7%
Science													
2015-16	5.1%	3.8%	**3.7%**	1.2%	3.7%	4.4%	*	*	*	0.0%	0.0%	3.8%	0.5%
2014-15	5.2%	4.5%	**4.4%**	0.0%	4.4%	6.4%	*	*	*	0.0%	0.5%	4.3%	0.6%
Social Studies													
2015-16	20.8%	18.6%	**19.3%**	7.6%	19.4%	21.2%	*	60.0%	*	22.2%	1.1%	18.7%	3.1%
2014-15	19.5%	19.6%	**19.5%**	4.1%	19.3%	27.9%	*	*	*	20.0%	1.8%	18.8%	2.4%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	40.8%	**33.4%**	7.7%	33.3%	41.4%	-	*	-	*	4.5%	33.7%	17.9%
2014-15	42.0%	41.0%	**39.0%**	6.0%	40.0%	44.0%	-	-	-	*	8.0%	37.0%	14.0%
Mathematics													
2015-16	44.6%	36.8%	**26.6%**	7.7%	26.8%	32.1%	-	*	-	*	4.5%	27.8%	14.3%
2014-15	38.0%	31.0%	**27.0%**	6.0%	27.0%	35.0%	-	-	-	*	0.0%	25.0%	14.0%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Both Subjects													
2015-16	38.7%	27.4%	**19.9%**	0.0%	19.8%	28.6%	-	*	-	*	4.5%	20.5%	3.6%
2014-15	35.0%	26.0%	**22.0%**	6.0%	22.0%	26.0%	-	-	-	*	0.0%	21.0%	5.0%
Either Subject													
2015-16	56.4%	49.9%	**40.1%**	15.4%	40.2%	44.8%	-	*	-	*	4.5%	41.0%	28.6%
2014-15	45.0%	45.0%	**44.0%**	6.0%	45.0%	53.0%	-	-	-	*	8.0%	41.0%	24.0%
College and Career Ready Graduates													
2015-16	75.9%	58.8%	**52.6%**	31.6%	53.1%	52.8%	-	*	-	*	17.0%	52.4%	19.1%
2014-15	74.5%	62.2%	**54.8%**	36.8%	55.9%	51.9%	*	-	-	*	12.2%	55.3%	44.2%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	25.9%	**21.2%**	5.3%	21.3%	25.0%	-	*	-	*	1.9%	22.2%	10.6%
2014-15	10.6%	16.8%	**18.8%**	0.0%	20.0%	13.0%	*	-	-	*	2.0%	19.1%	5.8%
Mathematics													
2015-16	18.1%	22.4%	**15.3%**	5.3%	15.6%	16.7%	-	*	-	*	1.9%	16.6%	8.5%
2014-15	7.1%	10.3%	**11.1%**	0.0%	11.6%	9.3%	*	-	-	*	0.0%	11.1%	5.8%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	39.1%	**37.9%**	10.5%	38.6%	36.1%	-	*	-	*	7.5%	38.6%	10.6%
2014-15	48.1%	37.8%	**35.4%**	26.3%	34.6%	46.3%	*	-	-	*	0.0%	36.2%	17.3%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	5.1%	**2.6%**	0.0%	2.9%	0.0%	-	*	-	*	1.9%	2.5%	0.0%
2014-15	10.6%	4.7%	**1.5%**	0.0%	1.7%	0.0%	*	-	-	*	0.0%	1.6%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	35.9%	**33.1%**	15.8%	33.1%	38.9%	-	*	-	*	3.8%	33.9%	17.0%
2014-15	43.4%	35.7%	**33.6%**	26.3%	32.3%	48.1%	*	-	-	*	0.0%	33.4%	5.8%
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	28.2%	**23.7%**	21.1%	24.2%	16.7%	-	*	-	*	11.3%	23.8%	10.6%
2014-15	46.6%	36.5%	**30.8%**	21.1%	33.1%	13.0%	*	-	-	*	12.2%	30.4%	28.8%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	24.1%	**25.8%**	10.8%	25.8%	31.1%	*	*	*	20.0%	n/a	25.5%	n/a
2015	24.9%	23.1%	**25.5%**	11.9%	25.1%	32.7%	*	*	-	33.3%	n/a	25.1%	n/a
English Language Arts													
2016	15.5%	14.0%	**17.1%**	5.4%	16.6%	28.4%	*	*	*	20.0%	n/a	16.2%	n/a
2015	15.1%	14.2%	**16.3%**	9.5%	16.0%	19.6%	*	*	-	33.3%	n/a	15.7%	n/a
Mathematics													
2016	6.8%	6.8%	**7.0%**	2.7%	7.2%	6.8%	*	*	*	0.0%	n/a	6.9%	n/a
2015	6.8%	6.9%	**6.5%**	4.8%	6.2%	11.2%	*	*	-	0.0%	n/a	6.4%	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Science													
2016	10.4%	13.4%	**12.2%**	2.7%	12.2%	14.9%	*	*	*	0.0%	n/a	12.2%	n/a
2015	10.2%	12.8%	**10.9%**	2.4%	10.9%	11.2%	*	*	-	16.7%	n/a	11.3%	n/a
Social Studies													
2016	14.8%	14.0%	**18.4%**	10.8%	18.2%	23.0%	*	*	*	20.0%	n/a	18.6%	n/a
2015	14.4%	13.9%	**18.3%**	2.4%	18.2%	23.4%	*	*	-	16.7%	n/a	18.1%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	37.5%	**29.5%**	*	29.6%	30.4%	-	*	*	*	n/a	30.3%	n/a
2015	49.1%	40.1%	**30.5%**	40.0%	29.2%	40.0%	*	*	-	*	n/a	30.8%	n/a
English Language Arts													
2016	43.3%	25.1%	**17.0%**	*	16.4%	28.6%	-	*	*	*	n/a	17.0%	n/a
2015	43.7%	26.6%	**19.6%**	*	17.6%	38.1%	*	*	-	*	n/a	17.0%	n/a
Mathematics													
2016	54.0%	48.8%	**45.5%**	*	44.6%	40.0%	-	*	-	-	n/a	41.3%	n/a
2015	51.7%	49.3%	**40.4%**	*	41.3%	33.3%	-	-	-	-	n/a	42.9%	n/a
Science													
2016	35.1%	15.8%	**14.5%**	*	14.0%	27.3%	-	*	*	-	n/a	15.0%	n/a
2015	35.4%	19.3%	**17.2%**	*	15.0%	41.7%	*	*	-	*	n/a	16.3%	n/a
Social Studies													
2016	41.6%	27.3%	**15.4%**	*	14.1%	35.3%	-	*	-	*	n/a	16.3%	n/a
2015	40.1%	27.0%	**16.0%**	*	14.6%	28.0%	*	*	-	*	n/a	16.8%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	54.1%	**54.9%**	52.6%	54.8%	55.6%	-	*	-	*	n/a	59.5%	n/a
Class of 2015	68.3%	53.5%	**57.3%**	57.9%	57.2%	59.3%	*	-	-	*	n/a	59.2%	n/a
At/Above Criterion													
Class of 2016	22.5%	12.1%	**10.8%**	0.0%	10.7%	15.0%	-	*	-	*	n/a	10.5%	n/a
Class of 2015	24.3%	12.4%	**7.1%**	0.0%	6.2%	18.8%	-	-	-	*	n/a	5.6%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1298	**1257**	1105	1256	1304	-	*	-	*	n/a	1254	n/a
Class of 2015	1394	1316	**1270**	1169	1260	1395	-	-	-	*	n/a	1255	n/a
English Language Arts and Writing													
Class of 2016	903	845	**816**	726	814	866	-	*	-	*	n/a	814	n/a
Class of 2015	912	857	**823**	785	814	921	-	-	-	*	n/a	813	n/a
Mathematics													
Class of 2016	472	452	**439**	374	440	435	-	*	-	*	n/a	438	n/a
Class of 2015	482	459	**446**	384	446	475	-	-	-	*	n/a	442	n/a

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Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average ACT Score													
All Subjects													
Class of 2016	20.3	18.9	**17.6**	*	17.4	21.3	-	*	-	*	n/a	17.5	n/a
Class of 2015	20.6	19.2	**17.7**	16.3	17.6	21.5	-	-	-	-	n/a	17.3	n/a
English Language Arts													
Class of 2016	19.8	18.1	**16.7**	*	16.4	21.6	-	*	-	*	n/a	16.5	n/a
Class of 2015	20.1	18.3	**16.8**	16.4	16.6	21.1	-	-	-	-	n/a	16.4	n/a
Mathematics													
Class of 2016	20.5	19.7	**18.5**	*	18.4	20.4	-	*	-	*	n/a	18.4	n/a
Class of 2015	20.9	20.1	**18.6**	16.6	18.6	21.8	-	-	-	-	n/a	18.3	n/a
Science													
Class of 2016	20.5	19.3	**18.2**	*	18.1	21.3	-	*	-	*	n/a	18.1	n/a
Class of 2015	20.7	19.5	**18.1**	15.3	18.1	21.5	-	-	-	-	n/a	17.8	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	**51.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	**49.2%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	**35.4%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	**59.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: PASADENA ISD
Campus Name: SAM RAYBURN H S
Campus Number: 101917002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 2,994
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2,994	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	832	27.8%	8.2%	8.1%
Grade 10	826	27.6%	7.4%	7.4%
Grade 11	723	24.1%	7.2%	6.8%
Grade 12	613	20.5%	6.4%	6.2%
Ethnic Distribution:				
African American	80	2.7%	7.6%	12.6%
Hispanic	2,730	91.2%	82.7%	52.4%
White	167	5.6%	5.9%	28.1%
American Indian	5	0.2%	0.1%	0.4%
Asian	3	0.1%	3.0%	4.2%
Pacific Islander	1	0.0%	0.1%	0.1%
Two or More Races	8	0.3%	0.7%	2.2%
Economically Disadvantaged	2,402	80.2%	77.8%	59.0%
Non-Educationally Disadvantaged	592	19.8%	22.2%	41.0%
English Language Learners (ELL)	407	13.6%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	82	2.4%	1.1%	1.4%
At-Risk	1,860	62.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	363			
By Type of Primary Disability				
Students with Intellectual Disabilities	254	70.0%	47.0%	44.5%
Students with Physical Disabilities	5	1.4%	16.5%	21.9%
Students with Autism	40	11.0%	19.1%	12.5%
Students with Behavioral Disabilities	64	17.6%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	511	15.5%	15.5%	16.2%
By Ethnicity:				
African American	39	1.2%		
Hispanic	416	12.6%		
White	53	1.6%		
American Indian	1	0.0%		
Asian	1	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.0%		
Graduates (Class of 2016):				
Total Graduates	688	100.0%	3,396	324,311
By Ethnicity (incl. Special Ed.):				
African American	19	2.8%	251	41,084
Hispanic	629	91.4%	2,725	157,633
White	36	5.2%	252	104,551
American Indian	0	0.0%	8	1,280
Asian	2	0.3%	131	13,481
Pacific Islander	0	0.0%	3	449
Two or More Races	2	0.3%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	129	18.8%	672	42,804
Recommended H.S. Program/DAP	559	81.3%	2,723	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	1	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	53	7.7%	213	23,325

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	8.9	12.1	16.8
Foreign Languages	13.8	14.1	18.7
Mathematics	10.9	12.6	18.0
Science	10.6	13.1	19.0
Social Studies	10.3	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	277.6	100.0%	100.0%	100.0%
Professional Staff:	246.0	88.6%	60.0%	64.0%
Teachers	212.1	76.4%	47.3%	50.0%
Professional Support	25.8	9.3%	9.3%	10.0%
Campus Administration (School Leadership)	8.2	2.9%	2.4%	2.9%
Educational Aides:	31.6	11.4%	11.2%	9.6%
Total Minority Staff:	120.2	43.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	23.8	11.2%	9.4%	10.2%
Hispanic	60.0	28.3%	34.6%	26.6%
White	119.3	56.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	6.9	3.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	0.9%	1.1%	1.1%
Males	91.2	43.0%	23.8%	23.7%
Females	120.8	57.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	6.8	3.2%	1.0%	1.2%
Bachelors	146.1	68.9%	78.0%	74.5%
Masters	55.7	26.3%	20.0%	23.6%
Doctorate	3.4	1.6%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	18.8	8.9%	7.3%	7.8%
1-5 Years Experience	67.1	31.6%	35.5%	28.0%
6-10 Years Experience	52.6	24.8%	23.5%	20.9%
11-20 Years Experience	53.4	25.2%	23.9%	27.8%
Over 20 Years Experience	20.2	9.5%	9.9%	15.5%
Number of Students per Teacher	14.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	28.0	20.4	19.5
Average Years Experience of Principals with District	15.0	19.3	12.2
Average Years Experience of Assistant Principals	11.9	15.3	15.7
Average Years Experience of Assistant Principals with District	10.8	13.7	10.1
Average Years Experience of Teachers:	9.4	9.2	10.9
Average Years Experience of Teachers with District:	6.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,923	$50,819	$46,199
1-5 Years Experience	$52,497	$52,776	$48,779
6-10 Years Experience	$57,241	$54,387	$51,184
11-20 Years Experience	$58,405	$54,825	$54,396
Over 20 Years Experience	$63,578	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,167	$54,351	$52,525
Professional Support	$69,340	$70,369	$61,728
Campus Administration (School Leadership)	$92,300	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	394	13.2%	28.2%	18.8%
Career & Technical Education	1,963	65.6%	19.9%	25.0%
Gifted & Talented Education	150	5.0%	5.0%	7.8%
Special Education	363	12.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	0.7%	15.3%	6.0%
Career & Technical Education	24.8	11.7%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	122.5	57.8%	62.9%	72.8%
Special Education	45.1	21.3%	13.3%	8.6%
Other	18.1	8.5%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON HIGH SCHOOL**

Campus Number: **101917003**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON HIGH SCHOOL
Campus Number: 101917003

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,900
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	55%	**51%**	36%	52%	44%	*	*	*	*	19%	51%	18%
	2016	65%	56%	**51%**	41%	52%	64%	*	*	*	*	20%	51%	23%
English II	2017	66%	58%	**55%**	48%	56%	41%	*	*	*	-	21%	56%	22%
	2016	67%	59%	**54%**	44%	55%	62%	*	63%	*	*	13%	54%	22%
Algebra I	2017	83%	80%	**73%**	63%	74%	77%	-	*	-	*	39%	73%	56%
	2016	78%	75%	**70%**	54%	71%	83%	-	*	-	*	36%	71%	50%
Biology	2017	86%	84%	**82%**	71%	83%	75%	-	*	-	*	49%	81%	56%
	2016	87%	85%	**85%**	69%	86%	86%	-	*	-	*	55%	85%	64%
U.S. History	2017	91%	92%	**93%**	89%	93%	90%	*	100%	*	-	71%	93%	79%
	2016	91%	90%	**91%**	88%	91%	94%	-	*	-	-	50%	91%	74%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**68%**	57%	69%	64%	*	68%	*	100%	34%	68%	40%
	2016	75%	72%	**67%**	55%	68%	76%	*	71%	*	*	34%	67%	40%
Reading	2017	72%	67%	**53%**	42%	54%	42%	*	50%	*	*	20%	53%	20%
	2016	73%	68%	**52%**	42%	53%	63%	*	60%	*	*	17%	52%	22%
Mathematics	2017	79%	77%	**73%**	63%	74%	77%	-	*	-	*	39%	73%	56%
	2016	76%	76%	**70%**	54%	71%	83%	-	*	-	*	36%	71%	50%
Science	2017	79%	76%	**82%**	71%	83%	75%	-	*	-	*	49%	81%	56%
	2016	79%	76%	**85%**	69%	86%	86%	-	*	-	*	55%	85%	64%
Social Studies	2017	77%	79%	**93%**	89%	93%	90%	*	100%	*	-	71%	93%	79%
	2016	77%	76%	**91%**	88%	91%	94%	-	*	-	-	50%	91%	74%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**52%**	43%	52%	61%	*	82%	*	*	20%	52%	15%
	2016	45%	39%	**46%**	30%	48%	54%	*	73%	*	*	9%	46%	13%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON HIGH SCHOOL
Campus Number: 101917003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,900
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**40%**	35%	40%	42%	-	*	-	*	19%	40%	*
	2016	46%	38%	**36%**	22%	37%	41%	*	60%	*	*	*	35%	*
Mathematics	2017	48%	41%	**33%**	22%	34%	56%	-	*	-	*	19%	34%	17%
	2016	43%	38%	**34%**	22%	36%	29%	-	*	-	*	9%	34%	18%
Science	2017	52%	47%	**59%**	47%	60%	70%	-	*	-	*	23%	59%	19%
	2016	47%	43%	**58%**	34%	60%	53%	-	*	-	*	10%	58%	20%
Social Studies	2017	51%	53%	**74%**	68%	75%	84%	*	83%	*	-	32%	73%	48%
	2016	47%	47%	**64%**	47%	65%	82%	-	*	-	-	23%	63%	36%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**10%**	4%	11%	22%	*	27%	*	*	2%	10%	4%
	2016	18%	14%	**8%**	5%	8%	10%	*	32%	*	*	3%	7%	1%
Reading	2017	19%	14%	**2%**	*	2%	*	*	*	*	*	2%	2%	*
	2016	17%	12%	**2%**	*	2%	*	*	*	*	*	*	2%	*
Mathematics	2017	23%	17%	**7%**	*	8%	*	-	*	-	*	*	8%	5%
	2016	19%	14%	**9%**	7%	9%	*	-	*	-	*	5%	8%	*
Science	2017	19%	15%	**16%**	*	17%	*	-	*	-	*	*	15%	5%
	2016	16%	13%	**13%**	6%	13%	*	-	*	-	*	5%	13%	*
Social Studies	2017	27%	26%	**34%**	13%	35%	65%	*	*	*	-	*	33%	12%
	2016	22%	21%	**19%**	15%	19%	33%	-	*	-	-	*	19%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**43%**	*	44%	*	-	*	-	*	31%	43%	34%
	2016	62%	62%	**41%**	*	42%	*	*	*	*	*	28%	41%	33%
Reading	2017	59%	57%	*	*	*	*	-	*	-	-	*	*	*
	2016	60%	61%	*	*	*	*	*	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**39%**	*	40%	*	-	*	-	*	*	41%	40%
	2016	63%	63%	**40%**	*	42%	*	-	*	-	-	20%	40%	37%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**4%**	*	4%	*	-	*	-	*	4%	5%	4%
	2016	17%	16%	**5%**	*	5%	*	*	*	*	*	3%	5%	4%
Reading	2017	17%	16%	*	*	*	*	-	*	-	-	*	*	*
	2016	16%	16%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	16%	**9%**	*	9%	*	-	*	-	*	*	9%	9%
	2016	17%	15%	**10%**	*	11%	*	-	*	-	-	5%	10%	8%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON HIGH SCHOOL
Campus Number: 101917003

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 2,900
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**68%**	-	-	-	-	-	40%	40%	*	35%	40%	40%
	2016	75%	72%	**67%**	-	-	-	-	-	41%	41%	*	36%	41%	40%
Reading	2017	72%	67%	**53%**	-	-	-	-	-	20%	20%	*	26%	20%	20%
	2016	73%	68%	**52%**	-	-	-	-	-	23%	23%	*	*	23%	22%
Mathematics	2017	79%	77%	**73%**	-	-	-	-	-	57%	57%	-	*	57%	56%
	2016	76%	76%	**70%**	-	-	-	-	-	51%	50%	*	44%	51%	50%
Science	2017	79%	76%	**82%**	-	-	-	-	-	58%	57%	*	*	58%	56%
	2016	79%	76%	**85%**	-	-	-	-	-	63%	63%	-	77%	63%	64%
Social Studies	2017	77%	79%	**93%**	-	-	-	-	-	79%	79%	-	*	79%	79%
	2016	77%	76%	**91%**	-	-	-	-	-	75%	75%	-	*	75%	74%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**52%**	-	-	-	-	-	16%	16%	*	*	16%	15%
	2016	45%	39%	**46%**	-	-	-	-	-	15%	15%	-	*	15%	13%
Reading	2017	48%	41%	**40%**	-	-	-	-	-	*	*	-	*	*	*
	2016	46%	38%	**36%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	41%	**33%**	-	-	-	-	-	18%	18%	-	*	18%	17%
	2016	43%	38%	**34%**	-	-	-	-	-	20%	20%	-	*	20%	18%
Science	2017	52%	47%	**59%**	-	-	-	-	-	19%	19%	*	*	19%	19%
	2016	47%	43%	**58%**	-	-	-	-	-	20%	20%	-	*	20%	20%
Social Studies	2017	51%	53%	**74%**	-	-	-	-	-	50%	50%	-	*	50%	48%
	2016	47%	47%	**64%**	-	-	-	-	-	37%	37%	-	*	37%	36%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**10%**	-	-	-	-	-	4%	4%	*	*	4%	4%
	2016	18%	14%	**8%**	-	-	-	-	-	1%	1%	*	*	1%	1%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON HIGH SCHOOL
Campus Number: 101917003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 2,900
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**2%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	12%	**2%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	17%	**7%**	-	-	-	-	-	5%	5%	-	*	5%	5%
	2016	19%	14%	**9%**	-	-	-	-	-	*	*	*	*	*	*
Science	2017	19%	15%	**16%**	-	-	-	-	-	5%	5%	*	*	5%	5%
	2016	16%	13%	**13%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	27%	26%	**34%**	-	-	-	-	-	13%	13%	-	*	13%	12%
	2016	22%	21%	**19%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**43%**	-	-	-	-	-	33%	33%	*	*	33%	33%
	2016	62%	62%	**41%**	-	-	-	-	-	30%	30%	-	*	30%	30%
Reading	2017	59%	57%	*	-	-	-	-	-	*	*	*	*	*	*
	2016	60%	61%	*	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	59%	**39%**	-	-	-	-	-	40%	40%	-	*	40%	39%
	2016	63%	63%	**40%**	-	-	-	-	-	35%	35%	-	*	35%	33%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**4%**	-	-	-	-	-	4%	4%	*	*	4%	4%
	2016	17%	16%	**5%**	-	-	-	-	-	4%	4%	-	*	4%	4%
Reading	2017	17%	16%	*	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	16%	*	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	16%	**9%**	-	-	-	-	-	10%	10%	-	*	10%	10%
	2016	17%	15%	**10%**	-	-	-	-	-	9%	9%	-	*	9%	8%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**96%**	97%	96%	88%	*	100%	100%	100%	91%	96%	96%
Included in Accountability	94%	94%	**86%**	83%	87%	84%	*	69%	100%	100%	84%	88%	73%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	4%	4%	*	19%	0%	0%	5%	4%	5%
Other Exclusions	1%	2%	**4%**	0%	5%	0%	*	13%	0%	0%	2%	4%	18%
Not Tested	1%	1%	**4%**	3%	4%	12%	*	0%	0%	0%	9%	4%	4%
Absent	1%	1%	**4%**	3%	4%	10%	*	0%	0%	0%	9%	4%	4%
Other	0%	0%	**0%**	0%	0%	2%	*	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**97%**	97%	97%	93%	*	100%	*	100%	96%	97%	97%
Included in Accountability	94%	94%	**86%**	83%	87%	83%	*	92%	*	57%	86%	88%	75%
Not Included in Accountability													
Mobile	4%	4%	**8%**	13%	7%	11%	*	0%	*	43%	9%	7%	11%
Other Exclusions	1%	1%	**2%**	0%	3%	0%	*	8%	*	0%	2%	2%	11%
Not Tested	1%	1%	**3%**	3%	3%	7%	*	0%	*	0%	4%	3%	3%
Absent	1%	1%	**3%**	3%	3%	7%	*	0%	*	0%	4%	3%	3%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	0%	0%	0%	0%

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Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**90.6%**	89.5%	90.7%	87.8%	*	97.0%	*	90.5%	87.6%	91.1%	89.2%
2014-15	95.7%	95.3%	**92.4%**	91.3%	92.5%	91.1%	*	95.9%	*	91.3%	89.1%	92.5%	92.1%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**2.5%**	3.8%	2.3%	5.8%	*	0.0%	*	0.0%	3.4%	2.3%	3.1%
2014-15	2.1%	1.5%	**1.1%**	3.6%	0.8%	3.2%	*	0.0%	*	14.3%	3.2%	1.0%	1.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.9%	**87.7%**	88.1%	87.6%	85.7%	-	*	-	*	78.6%	88.7%	83.1%
Received GED	0.5%	0.4%	**1.0%**	0.0%	1.1%	0.0%	-	*	-	*	0.0%	1.1%	1.5%
Continued HS	4.2%	3.2%	**4.9%**	0.0%	5.4%	4.8%	-	*	-	*	8.9%	4.1%	7.7%
Dropped Out	6.2%	5.5%	**6.4%**	11.9%	5.9%	9.5%	-	*	-	*	12.5%	6.1%	7.7%
Graduates and GED	89.6%	91.3%	**88.7%**	88.1%	88.7%	85.7%	-	*	-	*	78.6%	89.8%	84.6%
Grads, GED, & Cont	93.8%	94.5%	**93.6%**	88.1%	94.1%	90.5%	-	*	-	*	87.5%	93.9%	92.3%
Class of 2015													
Graduated	89.0%	89.4%	**87.5%**	82.8%	89.2%	57.9%	-	87.5%	-	*	64.3%	88.7%	71.6%
Received GED	0.6%	0.6%	**0.5%**	0.0%	0.5%	0.0%	-	0.0%	-	*	0.0%	0.4%	0.0%
Continued HS	4.1%	3.6%	**3.4%**	3.4%	3.3%	10.5%	-	0.0%	-	*	16.1%	2.9%	4.5%
Dropped Out	6.3%	6.5%	**8.6%**	13.8%	7.1%	31.6%	-	12.5%	-	*	19.6%	8.1%	23.9%
Graduates and GED	89.6%	89.9%	**88.0%**	82.8%	89.7%	57.9%	-	87.5%	-	*	64.3%	89.1%	71.6%
Grads, GED, & Cont	93.7%	93.5%	**91.4%**	86.2%	92.9%	68.4%	-	87.5%	-	*	80.4%	91.9%	76.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.2%	**89.3%**	84.5%	90.8%	64.7%	-	87.5%	-	*	76.5%	90.4%	72.5%
Received GED	0.8%	0.7%	**0.6%**	0.0%	0.7%	0.0%	-	0.0%	-	*	0.0%	0.6%	0.0%
Continued HS	1.2%	0.4%	**0.9%**	1.7%	0.9%	0.0%	-	0.0%	-	*	0.0%	1.0%	1.4%
Dropped Out	6.7%	6.7%	**9.1%**	13.8%	7.6%	35.3%	-	12.5%	-	*	23.5%	8.1%	26.1%
Graduates and GED	92.1%	92.9%	**90.0%**	84.5%	91.5%	64.7%	-	87.5%	-	*	76.5%	90.9%	72.5%
Grads, GED, & Cont	93.3%	93.3%	**90.9%**	86.2%	92.4%	64.7%	-	87.5%	-	*	76.5%	91.9%	73.9%
Class of 2014													
Graduated	90.4%	91.7%	**86.9%**	85.7%	88.2%	61.9%	*	100.0%	-	*	69.8%	85.9%	60.0%
Received GED	1.0%	0.8%	**1.8%**	2.4%	1.7%	4.8%	*	0.0%	-	*	0.0%	2.1%	0.0%
Continued HS	1.3%	0.9%	**0.7%**	0.0%	0.6%	4.8%	*	0.0%	-	*	7.0%	0.7%	0.0%
Dropped Out	7.2%	6.6%	**10.5%**	11.9%	9.5%	28.6%	*	0.0%	-	*	23.3%	11.3%	40.0%
Graduates and GED	91.5%	92.5%	**88.7%**	88.1%	89.9%	66.7%	*	100.0%	-	*	69.8%	88.0%	60.0%
Grads, GED, & Cont	92.8%	93.4%	**89.5%**	88.1%	90.5%	71.4%	*	100.0%	-	*	76.7%	88.7%	60.0%

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2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	92.3%	**87.0%**	85.7%	88.1%	65.0%	*	100.0%	-	*	73.2%	85.9%	60.0%
Received GED	1.2%	1.2%	**3.1%**	2.4%	3.1%	5.0%	*	0.0%	-	*	0.0%	3.5%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.4%	**10.0%**	11.9%	8.8%	30.0%	*	0.0%	-	*	26.8%	10.6%	40.0%
Graduates and GED	92.2%	93.6%	**90.0%**	88.1%	91.2%	70.0%	*	100.0%	-	*	73.2%	89.4%	60.0%
Grads, GED, & Cont	92.8%	93.6%	**90.0%**	88.1%	91.2%	70.0%	*	100.0%	-	*	73.2%	89.4%	60.0%
Class of 2013													
Graduated	90.9%	91.7%	**87.8%**	86.3%	87.8%	94.7%	-	100.0%	-	*	75.0%	87.4%	56.3%
Received GED	1.4%	2.0%	**2.1%**	2.0%	2.2%	0.0%	-	0.0%	-	*	0.0%	2.1%	0.0%
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.1%	**10.2%**	11.8%	10.0%	5.3%	-	0.0%	-	*	25.0%	10.5%	43.8%
Graduates and GED	92.3%	93.7%	**89.8%**	88.2%	90.0%	94.7%	-	100.0%	-	*	75.0%	89.5%	56.3%
Grads, GED, & Cont	92.8%	93.9%	**89.8%**	88.2%	90.0%	94.7%	-	100.0%	-	*	75.0%	89.5%	56.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	87.0%	**81.0%**	78.7%	81.3%	78.3%	-	80.0%	-	*	62.0%	82.4%	74.0%
Class of 2015	89.0%	86.2%	**82.0%**	81.4%	83.0%	55.0%	-	87.5%	-	*	59.0%	83.7%	55.2%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	88.7%	**83.5%**	83.1%	84.4%	57.9%	-	87.5%	-	*	65.0%	85.2%	58.0%
Class of 2014	90.4%	87.8%	**81.4%**	81.8%	82.2%	59.1%	*	100.0%	-	*	63.8%	80.7%	40.5%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.4%	**81.7%**	81.8%	82.6%	59.1%	*	100.0%	-	*	62.5%	80.9%	41.7%
Class of 2013	90.9%	89.1%	**84.9%**	83.0%	84.8%	94.7%	-	100.0%	-	*	75.0%	85.3%	50.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	82.2%	**77.1%**	70.3%	78.2%	66.7%	-	*	-	*	0.0%	77.6%	66.7%
Class of 2015	86.1%	80.6%	**80.2%**	70.8%	80.9%	81.8%	-	85.7%	-	*	8.3%	81.0%	68.8%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2015	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2015	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.2%	**77.0%**	70.3%	78.0%	66.7%	-	*	-	*	0.0%	77.4%	66.7%
Class of 2015	84.1%	80.6%	**80.2%**	70.8%	80.9%	81.8%	-	85.7%	-	*	8.3%	81.0%	68.8%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	80.2%	**75.9%**	68.4%	77.0%	66.7%	-	*	-	*	0.0%	77.2%	64.2%
2014-15	84.3%	77.5%	**78.5%**	71.4%	79.1%	75.0%	-	87.5%	-	*	5.1%	79.0%	72.2%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	*	*	-	*	-	-	-	-	-	-	*	-
2014-15	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	*	*	-	*	-	-	-	-	-	-	*	-
2014-15	37.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.2%	**75.8%**	68.4%	76.9%	66.7%	-	*	-	*	0.0%	77.0%	64.2%
2014-15	82.2%	77.5%	**78.5%**	71.4%	79.1%	75.0%	-	87.5%	-	*	5.1%	79.0%	72.2%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**43.0%**	33.3%	44.1%	36.4%	-	37.5%	-	*	3.7%	43.6%	15.6%
2014-15	54.5%	41.9%	**38.8%**	30.4%	39.6%	26.3%	-	63.6%	-	*	6.4%	38.2%	15.2%
English Language Arts													
2015-16	30.1%	21.0%	**19.7%**	14.8%	20.0%	15.8%	-	28.6%	-	*	0.9%	20.5%	0.0%
2014-15	29.0%	18.8%	**17.8%**	12.2%	18.3%	13.3%	-	27.3%	-	*	0.0%	17.8%	1.6%
Mathematics													
2015-16	43.1%	37.6%	**37.0%**	34.2%	37.1%	40.6%	-	42.9%	-	*	1.4%	37.4%	12.0%
2014-15	43.8%	32.4%	**30.6%**	25.6%	30.9%	23.1%	-	66.7%	-	*	1.6%	30.4%	10.6%
Science													
2015-16	12.2%	8.0%	**10.6%**	4.4%	10.7%	16.1%	-	28.6%	-	-	0.0%	10.8%	0.0%
2014-15	12.7%	8.9%	**12.7%**	5.6%	13.2%	6.5%	-	30.0%	-	*	0.0%	13.6%	2.7%
Social Studies													
2015-16	29.0%	23.1%	**21.5%**	12.3%	22.1%	22.2%	-	33.3%	-	*	0.0%	22.1%	0.0%
2014-15	28.4%	21.7%	**17.6%**	7.0%	18.3%	15.2%	-	40.0%	-	*	1.0%	17.8%	2.3%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**27.8%**	17.7%	28.7%	27.5%	*	36.8%	*	33.3%	1.8%	27.9%	12.0%
2014-15	34.6%	27.7%	**27.8%**	20.0%	28.4%	29.1%	*	43.5%	*	33.3%	4.0%	27.0%	7.0%
English Language Arts													
2015-16	16.2%	11.3%	**9.5%**	5.4%	9.8%	7.4%	*	11.1%	*	33.3%	0.3%	9.8%	7.8%
2014-15	15.7%	9.9%	**9.7%**	7.3%	10.0%	7.1%	*	13.0%	*	16.7%	1.3%	9.7%	2.0%
Mathematics													
2015-16	19.3%	16.4%	**14.8%**	11.6%	15.1%	17.3%	*	16.7%	*	16.7%	0.4%	14.8%	3.4%
2014-15	19.4%	14.0%	**13.1%**	9.3%	13.4%	9.1%	*	28.6%	*	16.7%	0.5%	12.8%	3.6%

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2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	3.8%	**4.7%**	1.4%	4.8%	7.9%	*	16.7%	*	*	0.0%	4.6%	0.0%
2014-15	5.2%	4.5%	**5.5%**	1.9%	5.8%	2.8%	*	14.3%	*	16.7%	0.0%	5.8%	0.9%
Social Studies													
2015-16	20.8%	18.6%	**17.7%**	10.4%	18.1%	21.5%	*	35.3%	*	16.7%	0.3%	17.8%	0.0%
2014-15	19.5%	19.6%	**17.8%**	9.8%	18.2%	23.9%	*	33.3%	-	40.0%	0.4%	17.3%	1.2%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	40.8%	**39.8%**	30.8%	39.3%	72.7%	-	*	-	-	6.3%	36.9%	4.0%
2014-15	42.0%	41.0%	**38.0%**	22.0%	39.0%	63.0%	-	50.0%	-	*	0.0%	40.0%	23.0%
Mathematics													
2015-16	44.6%	36.8%	**33.5%**	30.8%	33.2%	45.5%	-	*	-	-	0.0%	34.1%	4.0%
2014-15	38.0%	31.0%	**24.0%**	17.0%	25.0%	14.0%	-	50.0%	-	*	0.0%	25.0%	27.0%
Both Subjects													
2015-16	38.7%	27.4%	**25.4%**	19.2%	25.1%	45.5%	-	*	-	-	0.0%	25.6%	4.2%
2014-15	35.0%	26.0%	**20.0%**	17.0%	21.0%	14.0%	-	17.0%	-	*	0.0%	21.0%	18.0%
Either Subject													
2015-16	56.4%	49.9%	**47.7%**	42.3%	47.3%	72.7%	-	*	-	-	6.3%	45.2%	3.8%
2014-15	45.0%	45.0%	**42.0%**	22.0%	43.0%	63.0%	-	83.0%	-	*	0.0%	44.0%	32.0%
College and Career Ready Graduates													
2015-16	75.9%	58.8%	**57.4%**	34.2%	59.3%	55.6%	-	*	-	*	11.1%	58.8%	24.5%
2014-15	74.5%	62.2%	**60.6%**	51.0%	61.3%	58.3%	-	75.0%	-	*	48.7%	60.2%	46.3%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	25.9%	**25.7%**	21.1%	25.8%	33.3%	-	*	-	*	2.2%	24.0%	1.9%
2014-15	10.6%	16.8%	**17.0%**	12.2%	16.8%	33.3%	-	37.5%	-	*	0.0%	18.8%	9.3%
Mathematics													
2015-16	18.1%	22.4%	**21.1%**	21.1%	21.3%	16.7%	-	*	-	*	0.0%	21.8%	1.9%
2014-15	7.1%	10.3%	**7.9%**	6.1%	7.8%	0.0%	-	37.5%	-	*	0.0%	8.7%	11.1%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	39.1%	**36.3%**	15.8%	38.2%	27.8%	-	*	-	*	0.0%	37.0%	5.7%
2014-15	48.1%	37.8%	**35.5%**	26.5%	35.6%	33.3%	-	75.0%	-	*	2.6%	35.3%	20.4%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	5.1%	**2.4%**	0.0%	2.7%	0.0%	-	*	-	*	0.0%	2.3%	0.0%
2014-15	10.6%	4.7%	**1.0%**	2.0%	1.0%	0.0%	-	0.0%	-	*	0.0%	0.9%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	35.9%	**36.9%**	15.8%	38.6%	33.3%	-	*	-	*	0.0%	37.8%	7.5%
2014-15	43.4%	35.7%	**35.1%**	24.5%	35.8%	25.0%	-	62.5%	-	*	0.0%	34.8%	16.7%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	28.2%	**30.3%**	23.7%	31.2%	22.2%	-	*	-	*	11.1%	31.8%	17.0%
2014-15	46.6%	36.5%	**36.7%**	28.6%	37.6%	25.0%	-	50.0%	-	*	46.2%	35.9%	27.8%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	24.1%	**25.6%**	14.6%	26.8%	16.7%	-	50.0%	-	*	n/a	25.5%	n/a
2015	24.9%	23.1%	**22.3%**	10.5%	23.3%	14.6%	*	45.5%	-	*	n/a	22.7%	n/a
English Language Arts													
2016	15.5%	14.0%	**15.0%**	8.3%	15.6%	12.5%	-	25.0%	-	*	n/a	15.6%	n/a
2015	15.1%	14.2%	**13.4%**	6.3%	14.1%	4.9%	*	27.3%	-	*	n/a	13.5%	n/a
Mathematics													
2016	6.8%	6.8%	**7.2%**	3.1%	7.7%	4.2%	-	12.5%	-	*	n/a	6.8%	n/a
2015	6.8%	6.9%	**7.5%**	5.3%	7.5%	4.9%	*	27.3%	-	*	n/a	7.4%	n/a
Science													
2016	10.4%	13.4%	**14.0%**	8.3%	14.6%	8.3%	-	50.0%	-	*	n/a	14.8%	n/a
2015	10.2%	12.8%	**14.4%**	8.4%	14.7%	12.2%	*	36.4%	-	*	n/a	14.5%	n/a
Social Studies													
2016	14.8%	14.0%	**16.6%**	10.4%	17.1%	14.6%	-	25.0%	-	*	n/a	16.3%	n/a
2015	14.4%	13.9%	**14.5%**	5.3%	15.2%	9.8%	*	36.4%	-	*	n/a	14.7%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	37.5%	**31.5%**	21.4%	31.4%	50.0%	-	*	-	*	n/a	33.1%	n/a
2015	49.1%	40.1%	**32.1%**	40.0%	32.7%	16.7%	-	20.0%	-	*	n/a	32.0%	n/a
English Language Arts													
2016	43.3%	25.1%	**10.9%**	12.5%	9.6%	50.0%	-	*	-	*	n/a	11.1%	n/a
2015	43.7%	26.6%	**15.2%**	33.3%	15.1%	*	-	*	-	*	n/a	14.2%	n/a
Mathematics													
2016	54.0%	48.8%	**39.8%**	*	39.0%	*	-	*	-	-	n/a	40.3%	n/a
2015	51.7%	49.3%	**29.3%**	40.0%	30.9%	*	-	*	-	*	n/a	30.1%	n/a
Science													
2016	35.1%	15.8%	**12.2%**	12.5%	11.5%	*	-	*	-	-	n/a	12.4%	n/a
2015	35.4%	19.3%	**14.8%**	37.5%	13.9%	20.0%	-	*	-	*	n/a	14.6%	n/a
Social Studies													
2016	41.6%	27.3%	**16.3%**	20.0%	14.8%	28.6%	-	*	-	*	n/a	15.6%	n/a
2015	40.1%	27.0%	**20.8%**	40.0%	20.9%	*	-	*	-	*	n/a	19.2%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	54.1%	**49.5%**	60.5%	49.4%	38.9%	-	*	-	*	n/a	53.4%	n/a
Class of 2015	68.3%	53.5%	**47.7%**	69.4%	45.4%	50.0%	-	50.0%	-	*	n/a	49.6%	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	12.1%	**7.0%**	4.3%	6.3%	28.6%	-	*	-	-	n/a	7.2%	n/a
Class of 2015	24.3%	12.4%	**10.5%**	5.9%	11.6%	0.0%	-	*	-	*	n/a	9.7%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1298	**1258**	1155	1259	1459	-	*	-	-	n/a	1255	n/a
Class of 2015	1394	1316	**1267**	1182	1277	1303	-	*	-	*	n/a	1261	n/a
English Language Arts and Writing													
Class of 2016	903	845	**811**	725	814	941	-	*	-	-	n/a	810	n/a
Class of 2015	912	857	**825**	769	832	860	-	*	-	*	n/a	822	n/a
Mathematics													
Class of 2016	472	452	**445**	416	444	517	-	*	-	-	n/a	444	n/a
Class of 2015	482	459	**442**	414	445	443	-	*	-	*	n/a	439	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	18.9	**18.0**	*	18.4	*	-	-	-	-	n/a	18.0	n/a
Class of 2015	20.6	19.2	**18.7**	17.6	18.9	*	-	*	-	*	n/a	18.5	n/a
English Language Arts													
Class of 2016	19.8	18.1	**17.3**	*	17.6	*	-	-	-	-	n/a	17.1	n/a
Class of 2015	20.1	18.3	**17.6**	15.7	17.9	*	-	*	-	*	n/a	17.4	n/a
Mathematics													
Class of 2016	20.5	19.7	**18.6**	*	18.8	*	-	-	-	-	n/a	18.5	n/a
Class of 2015	20.9	20.1	**20.3**	19.8	20.5	*	-	*	-	*	n/a	20.1	n/a
Science													
Class of 2016	20.5	19.3	**18.5**	*	19.1	*	-	-	-	-	n/a	18.5	n/a
Class of 2015	20.7	19.5	**18.6**	17.8	18.8	*	-	*	-	*	n/a	18.6	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	**54.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	**53.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	**33.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	**54.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2,900	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	850	29.3%	8.2%	8.1%
Grade 10	757	26.1%	7.4%	7.4%
Grade 11	695	24.0%	7.2%	6.8%
Grade 12	598	20.6%	6.4%	6.2%
Ethnic Distribution:				
African American	246	8.5%	7.6%	12.6%
Hispanic	2,552	88.0%	82.7%	52.4%
White	75	2.6%	5.9%	28.1%
American Indian	1	0.0%	0.1%	0.4%
Asian	19	0.7%	3.0%	4.2%
Pacific Islander	2	0.1%	0.1%	0.1%
Two or More Races	5	0.2%	0.7%	2.2%
Economically Disadvantaged	2,318	79.9%	77.8%	59.0%
Non-Educationally Disadvantaged	582	20.1%	22.2%	41.0%
English Language Learners (ELL)	468	16.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	68	2.2%	1.1%	1.4%
At-Risk	1,663	57.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	329			
By Type of Primary Disability				
Students with Intellectual Disabilities	242	73.6%	47.0%	44.5%
Students with Physical Disabilities	9	2.7%	16.5%	21.9%
Students with Autism	35	10.6%	19.1%	12.5%
Students with Behavioral Disabilities	43	13.1%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	467	15.3%	15.5%	16.2%
By Ethnicity:				
African American	91	3.0%		
Hispanic	347	11.3%		
White	26	0.9%		
American Indian	0	0.0%		
Asian	2	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.0%		
Graduates (Class of 2016):				
Total Graduates	545	100.0%	3,396	324,311
By Ethnicity (incl. Special Ed.):				
African American	38	7.0%	251	41,084
Hispanic	484	88.8%	2,725	157,633
White	18	3.3%	252	104,551
American Indian	0	0.0%	8	1,280
Asian	3	0.6%	131	13,481
Pacific Islander	0	0.0%	3	449
Two or More Races	2	0.4%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	131	24.0%	672	42,804
Recommended H.S. Program/DAP	413	75.8%	2,723	254,625
Foundation High School Plan (No Endorsement)	1	0.2%	1	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	45	8.3%	213	23,325

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	10.4	12.1	16.8
Foreign Languages	13.9	14.1	18.7
Mathematics	10.6	12.6	18.0
Science	10.6	13.1	19.0
Social Studies	10.8	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	244.3	100.0%	100.0%	100.0%
Professional Staff:	220.3	90.2%	60.0%	64.0%
Teachers	191.9	78.5%	47.3%	50.0%
Professional Support	22.1	9.1%	9.3%	10.0%
Campus Administration (School Leadership)	6.3	2.6%	2.4%	2.9%
Educational Aides:	24.0	9.8%	11.2%	9.6%
Total Minority Staff:	104.6	42.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	18.8	9.8%	9.4%	10.2%
Hispanic	45.5	23.7%	34.6%	26.6%
White	112.6	58.7%	51.8%	59.8%
American Indian	1.0	0.5%	0.2%	0.4%
Asian	9.0	4.7%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	5.0	2.6%	1.1%	1.1%
Males	89.5	46.6%	23.8%	23.7%
Females	102.4	53.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	5.4	2.8%	1.0%	1.2%
Bachelors	131.5	68.5%	78.0%	74.5%
Masters	50.8	26.5%	20.0%	23.6%
Doctorate	4.2	2.2%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	14.7	7.6%	7.3%	7.8%
1-5 Years Experience	68.5	35.7%	35.5%	28.0%
6-10 Years Experience	50.2	26.2%	23.5%	20.9%
11-20 Years Experience	35.7	18.6%	23.9%	27.8%
Over 20 Years Experience	22.8	11.9%	9.9%	15.5%
Number of Students per Teacher	15.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	20.4	19.5
Average Years Experience of Principals with District	1.0	19.3	12.2
Average Years Experience of Assistant Principals	17.7	15.3	15.7
Average Years Experience of Assistant Principals with District	15.8	13.7	10.1
Average Years Experience of Teachers:	9.2	9.2	10.9
Average Years Experience of Teachers with District:	6.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,181	$50,819	$46,199
1-5 Years Experience	$53,316	$52,776	$48,779
6-10 Years Experience	$55,390	$54,387	$51,184
11-20 Years Experience	$56,627	$54,825	$54,396
Over 20 Years Experience	$66,374	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,861	$54,351	$52,525
Professional Support	$69,514	$70,369	$61,728
Campus Administration (School Leadership)	$95,643	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	447	15.4%	28.2%	18.8%
Career & Technical Education	1,858	64.1%	19.9%	25.0%
Gifted & Talented Education	124	4.3%	5.0%	7.8%
Special Education	329	11.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.5	1.3%	15.3%	6.0%
Career & Technical Education	23.6	12.3%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	115.9	60.4%	62.9%	72.8%
Special Education	32.3	16.8%	13.3%	8.6%
Other	17.6	9.2%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DOBIE H S**

Campus Number: **101917004**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

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District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 4,229
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	55%	**60%**	54%	58%	72%	*	78%	*	*	16%	56%	27%
	2016	65%	56%	**64%**	54%	64%	71%	*	76%	*	68%	22%	60%	19%
English II	2017	66%	58%	**62%**	54%	62%	70%	-	73%	*	67%	19%	60%	23%
	2016	67%	59%	**67%**	59%	67%	69%	*	77%	*	71%	22%	63%	31%
Algebra I	2017	83%	80%	**79%**	76%	79%	78%	*	93%	*	*	41%	79%	71%
	2016	78%	75%	**74%**	67%	74%	74%	*	94%	*	90%	33%	73%	70%
Biology	2017	86%	84%	**85%**	87%	84%	86%	*	93%	*	100%	45%	85%	62%
	2016	87%	85%	**86%**	87%	85%	85%	-	92%	*	88%	51%	85%	63%
U.S. History	2017	91%	92%	**92%**	89%	92%	97%	*	94%	*	92%	69%	90%	76%
	2016	91%	90%	**91%**	88%	91%	92%	-	92%	*	70%	50%	89%	53%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**74%**	70%	73%	80%	*	85%	81%	73%	34%	72%	46%
	2016	75%	72%	**75%**	69%	75%	78%	*	84%	*	77%	33%	72%	45%
Reading	2017	72%	67%	**61%**	54%	60%	71%	*	75%	*	56%	17%	58%	25%
	2016	73%	68%	**65%**	57%	66%	70%	*	76%	*	70%	22%	61%	25%
Mathematics	2017	79%	77%	**79%**	76%	79%	78%	*	93%	*	*	41%	79%	71%
	2016	76%	76%	**74%**	67%	74%	74%	*	94%	*	90%	33%	73%	70%
Science	2017	79%	76%	**85%**	87%	84%	86%	*	93%	*	100%	45%	85%	62%
	2016	79%	76%	**86%**	87%	85%	85%	-	92%	*	88%	51%	85%	63%
Social Studies	2017	77%	79%	**92%**	89%	92%	97%	*	94%	*	92%	69%	90%	76%
	2016	77%	76%	**91%**	88%	91%	92%	-	92%	*	70%	50%	89%	53%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**59%**	51%	57%	65%	*	86%	*	63%	25%	57%	25%
	2016	45%	39%	**56%**	45%	55%	64%	*	78%	*	61%	10%	51%	9%

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 4,229
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**52%**	39%	50%	56%	-	84%	*	62%	14%	50%	13%
	2016	46%	38%	**49%**	36%	49%	55%	*	77%	*	64%	*	46%	*
Mathematics	2017	48%	41%	**35%**	34%	33%	40%	-	67%	*	*	14%	35%	16%
	2016	43%	38%	**31%**	21%	32%	18%	*	64%	*	*	8%	30%	16%
Science	2017	52%	47%	**62%**	54%	60%	71%	-	87%	*	*	18%	58%	30%
	2016	47%	43%	**57%**	42%	55%	67%	-	84%	*	79%	8%	53%	16%
Social Studies	2017	51%	53%	**73%**	72%	70%	79%	*	90%	*	58%	44%	68%	47%
	2016	47%	47%	**71%**	65%	70%	78%	-	81%	*	63%	29%	66%	27%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**13%**	8%	11%	17%	*	37%	*	19%	5%	12%	8%
	2016	18%	14%	**12%**	7%	11%	17%	*	32%	*	20%	6%	10%	4%
Reading	2017	19%	14%	**4%**	2%	3%	4%	*	18%	*	*	3%	4%	2%
	2016	17%	12%	**5%**	2%	4%	4%	*	18%	*	*	7%	4%	2%
Mathematics	2017	23%	17%	**7%**	3%	5%	*	*	46%	*	*	*	7%	16%
	2016	19%	14%	**9%**	7%	8%	*	*	33%	*	*	*	8%	9%
Science	2017	19%	15%	**19%**	9%	16%	21%	*	53%	*	*	*	18%	12%
	2016	16%	13%	**17%**	7%	15%	24%	-	48%	*	44%	*	15%	*
Social Studies	2017	27%	26%	**37%**	28%	34%	53%	*	63%	*	*	21%	33%	16%
	2016	22%	21%	**30%**	20%	28%	47%	-	47%	*	*	11%	25%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**45%**	*	43%	54%	*	60%	*	*	30%	46%	39%
	2016	62%	62%	**47%**	42%	48%	*	*	55%	*	*	38%	46%	34%
Reading	2017	59%	57%	**52%**	*	51%	*	*	57%	*	*	45%	54%	*
	2016	60%	61%	**55%**	*	56%	*	*	*	*	*	56%	55%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**36%**	*	34%	*	*	68%	*	*	*	36%	43%
	2016	63%	63%	**35%**	25%	35%	*	*	68%	*	*	20%	35%	37%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**4%**	*	3%	7%	*	11%	*	*	6%	4%	8%
	2016	17%	16%	**4%**	4%	4%	*	*	11%	*	*	9%	5%	7%
Reading	2017	17%	16%	**2%**	*	1%	*	*	4%	*	*	11%	2%	*
	2016	16%	16%	**2%**	*	1%	*	*	*	*	*	11%	2%	*
Mathematics	2017	20%	16%	**7%**	*	6%	*	*	37%	*	*	*	7%	20%
	2016	17%	15%	**9%**	7%	7%	*	*	41%	*	*	7%	10%	15%

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 4,229
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**74%**	-	-	-	-	-	48%	49%	*	35%	48%	46%
	2016	75%	72%	**75%**	-	-	-	-	-	46%	46%	-	39%	46%	45%
Reading	2017	72%	67%	**61%**	-	-	-	-	-	27%	27%	-	11%	27%	25%
	2016	73%	68%	**65%**	-	-	-	-	-	26%	26%	-	23%	26%	25%
Mathematics	2017	79%	77%	**79%**	-	-	-	-	-	74%	74%	-	53%	74%	71%
	2016	76%	76%	**74%**	-	-	-	-	-	72%	72%	-	60%	72%	70%
Science	2017	79%	76%	**85%**	-	-	-	-	-	61%	62%	*	65%	61%	62%
	2016	79%	76%	**86%**	-	-	-	-	-	64%	64%	-	63%	64%	63%
Social Studies	2017	77%	79%	**92%**	-	-	-	-	-	77%	77%	-	70%	77%	76%
	2016	77%	76%	**91%**	-	-	-	-	-	54%	54%	-	*	54%	53%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**59%**	-	-	-	-	-	27%	27%	-	19%	27%	25%
	2016	45%	39%	**56%**	-	-	-	-	-	12%	12%	-	*	12%	9%
Reading	2017	48%	41%	**52%**	-	-	-	-	-	15%	15%	-	*	15%	13%
	2016	46%	38%	**49%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	41%	**35%**	-	-	-	-	-	19%	19%	-	*	19%	16%
	2016	43%	38%	**31%**	-	-	-	-	-	21%	21%	-	*	21%	16%
Science	2017	52%	47%	**62%**	-	-	-	-	-	31%	31%	-	*	31%	30%
	2016	47%	43%	**57%**	-	-	-	-	-	15%	15%	-	*	15%	16%
Social Studies	2017	51%	53%	**73%**	-	-	-	-	-	47%	47%	-	*	47%	47%
	2016	47%	47%	**71%**	-	-	-	-	-	33%	33%	-	*	33%	27%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**13%**	-	-	-	-	-	9%	9%	*	*	9%	8%
	2016	18%	14%	**12%**	-	-	-	-	-	5%	5%	-	*	5%	4%

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 4,229
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**4%**	-	-	-	-	-	3%	3%	-	*	3%	2%
	2016	17%	12%	**5%**	-	-	-	-	-	3%	3%	-	*	3%	2%
Mathematics	2017	23%	17%	**7%**	-	-	-	-	-	20%	20%	-	*	20%	16%
	2016	19%	14%	**9%**	-	-	-	-	-	12%	12%	-	*	12%	9%
Science	2017	19%	15%	**19%**	-	-	-	-	-	14%	14%	*	*	14%	12%
	2016	16%	13%	**17%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	27%	26%	**37%**	-	-	-	-	-	15%	15%	-	*	15%	16%
	2016	22%	21%	**30%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**45%**	-	-	-	-	-	42%	42%	-	*	42%	39%
	2016	62%	62%	**47%**	-	-	-	-	-	36%	36%	-	*	36%	34%
Reading	2017	59%	57%	**52%**	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	61%	**55%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	59%	**36%**	-	-	-	-	-	52%	52%	-	*	52%	44%
	2016	63%	63%	**35%**	-	-	-	-	-	43%	43%	-	*	43%	38%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**4%**	-	-	-	-	-	10%	10%	-	*	10%	9%
	2016	17%	16%	**4%**	-	-	-	-	-	7%	7%	-	*	7%	6%
Reading	2017	17%	16%	**2%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	16%	**2%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	16%	**7%**	-	-	-	-	-	28%	28%	-	*	28%	23%
	2016	17%	15%	**9%**	-	-	-	-	-	18%	18%	-	*	18%	15%

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 4,229
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	97%	98%	97%	*	99%	89%	92%	95%	98%	97%
Included in Accountability	94%	94%	**93%**	93%	93%	93%	*	93%	89%	91%	92%	93%	82%
Not Included in Accountability													
Mobile	4%	4%	**3%**	4%	3%	4%	*	1%	0%	2%	3%	3%	2%
Other Exclusions	1%	2%	**1%**	0%	1%	1%	*	5%	0%	0%	0%	2%	14%
Not Tested	1%	1%	**2%**	3%	2%	3%	*	1%	11%	8%	5%	2%	3%
Absent	1%	1%	**2%**	3%	2%	3%	*	1%	11%	8%	5%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	98%	99%	96%	75%	100%	75%	96%	96%	98%	99%
Included in Accountability	94%	94%	**93%**	91%	95%	90%	75%	89%	50%	96%	93%	93%	79%
Not Included in Accountability													
Mobile	4%	4%	**3%**	6%	2%	5%	0%	3%	17%	0%	2%	3%	2%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	0%	8%	8%	0%	0%	2%	18%
Not Tested	1%	1%	**2%**	2%	1%	4%	25%	0%	25%	4%	4%	2%	1%
Absent	1%	1%	**2%**	2%	1%	4%	25%	0%	25%	4%	4%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 4,229
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**93.9%**	93.0%	93.9%	92.7%	86.9%	97.2%	90.4%	92.0%	90.7%	93.8%	94.6%
2014-15	95.7%	95.3%	**94.5%**	93.6%	94.4%	93.3%	*	97.7%	95.5%	93.3%	91.6%	94.3%	95.1%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**1.8%**	2.4%	1.6%	2.9%	0.0%	1.0%	0.0%	1.8%	4.2%	2.0%	6.1%
2014-15	2.1%	1.5%	**1.6%**	2.6%	1.3%	2.8%	*	0.5%	0.0%	0.0%	3.5%	1.9%	3.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.9%	**90.7%**	91.3%	89.1%	89.5%	*	98.0%	*	100.0%	74.6%	88.7%	82.5%
Received GED	0.5%	0.4%	**0.4%**	0.0%	0.7%	0.0%	*	0.0%	*	0.0%	0.0%	0.7%	0.0%
Continued HS	4.2%	3.2%	**3.0%**	2.5%	3.6%	2.3%	*	1.0%	*	0.0%	8.5%	3.1%	7.0%
Dropped Out	6.2%	5.5%	**5.9%**	6.2%	6.6%	8.1%	*	1.0%	*	0.0%	16.9%	7.5%	10.5%
Graduates and GED	89.6%	91.3%	**91.1%**	91.3%	89.8%	89.5%	*	98.0%	*	100.0%	74.6%	89.4%	82.5%
Grads, GED, & Cont	93.8%	94.5%	**94.1%**	93.8%	93.4%	91.9%	*	99.0%	*	100.0%	83.1%	92.5%	89.5%
Class of 2015													
Graduated	89.0%	89.4%	**91.2%**	89.0%	92.0%	82.6%	-	95.1%	*	100.0%	85.9%	90.8%	90.2%
Received GED	0.6%	0.6%	**0.7%**	1.3%	0.3%	1.4%	-	1.2%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	4.1%	3.6%	**1.9%**	1.9%	1.9%	2.9%	-	1.2%	*	0.0%	7.8%	0.9%	4.9%
Dropped Out	6.3%	6.5%	**6.3%**	7.7%	5.8%	13.0%	-	2.5%	*	0.0%	6.3%	7.9%	4.9%
Graduates and GED	89.6%	89.9%	**91.8%**	90.3%	92.3%	84.1%	-	96.3%	*	100.0%	85.9%	91.2%	90.2%
Grads, GED, & Cont	93.7%	93.5%	**93.7%**	92.3%	94.2%	87.0%	-	97.5%	*	100.0%	93.8%	92.1%	95.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.2%	**93.0%**	91.5%	93.8%	85.3%	-	95.1%	*	100.0%	91.7%	91.7%	92.7%
Received GED	0.8%	0.7%	**0.8%**	1.3%	0.3%	2.9%	-	1.2%	*	0.0%	0.0%	0.6%	0.0%
Continued HS	1.2%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	6.7%	**6.2%**	7.2%	5.8%	11.8%	-	3.7%	*	0.0%	8.3%	7.7%	7.3%
Graduates and GED	92.1%	92.9%	**93.8%**	92.8%	94.2%	88.2%	-	96.3%	*	100.0%	91.7%	92.3%	92.7%
Grads, GED, & Cont	93.3%	93.3%	**93.8%**	92.8%	94.2%	88.2%	-	96.3%	*	100.0%	91.7%	92.3%	92.7%
Class of 2014													
Graduated	90.4%	91.7%	**92.5%**	89.0%	93.1%	91.9%	*	92.2%	*	100.0%	76.7%	91.0%	54.5%
Received GED	1.0%	0.8%	**0.5%**	0.9%	0.3%	1.6%	*	0.0%	*	0.0%	0.0%	0.4%	0.0%
Continued HS	1.3%	0.9%	**0.5%**	0.9%	0.3%	0.0%	*	1.6%	*	0.0%	5.0%	0.4%	0.0%
Dropped Out	7.2%	6.6%	**6.6%**	9.2%	6.2%	6.5%	*	6.3%	*	0.0%	18.3%	8.1%	45.5%
Graduates and GED	91.5%	92.5%	**92.9%**	89.9%	93.5%	93.5%	*	92.2%	*	100.0%	76.7%	91.5%	54.5%
Grads, GED, & Cont	92.8%	93.4%	**93.4%**	90.8%	93.8%	93.5%	*	93.8%	*	100.0%	81.7%	91.9%	54.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	92.3%	**92.7%**	89.8%	93.2%	91.9%	*	93.8%	*	100.0%	81.4%	91.5%	54.5%
Received GED	1.2%	1.2%	**1.1%**	0.9%	1.0%	3.2%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
Continued HS	0.6%	0.1%	**0.1%**	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.4%	**6.1%**	9.3%	5.7%	4.8%	*	6.3%	*	0.0%	18.6%	7.5%	45.5%
Graduates and GED	92.2%	93.6%	**93.8%**	90.7%	94.2%	95.2%	*	93.8%	*	100.0%	81.4%	92.5%	54.5%
Grads, GED, & Cont	92.8%	93.6%	**93.9%**	90.7%	94.3%	95.2%	*	93.8%	*	100.0%	81.4%	92.5%	54.5%
Class of 2013													
Graduated	90.9%	91.7%	**95.1%**	93.8%	95.6%	93.0%	*	97.0%	-	90.9%	93.8%	94.1%	69.2%
Received GED	1.4%	2.0%	**1.8%**	1.8%	1.5%	2.3%	*	1.5%	-	9.1%	0.0%	2.3%	0.0%
Continued HS	0.6%	0.2%	**0.3%**	0.0%	0.4%	0.0%	*	0.0%	-	0.0%	4.2%	0.0%	0.0%
Dropped Out	7.2%	6.1%	**2.9%**	4.4%	2.5%	4.7%	*	1.5%	-	0.0%	2.1%	3.6%	30.8%
Graduates and GED	92.3%	93.7%	**96.9%**	95.6%	97.1%	95.3%	*	98.5%	-	100.0%	93.8%	96.4%	69.2%
Grads, GED, & Cont	92.8%	93.9%	**97.1%**	95.6%	97.5%	95.3%	*	98.5%	-	100.0%	97.9%	96.4%	69.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	87.0%	**88.9%**	89.8%	87.2%	88.5%	*	96.1%	*	94.4%	59.5%	87.1%	77.0%
Class of 2015	89.0%	86.2%	**89.9%**	89.0%	90.3%	82.6%	-	92.8%	*	100.0%	82.1%	89.7%	86.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	88.7%	**91.6%**	90.9%	92.3%	84.1%	-	92.8%	*	100.0%	84.8%	90.7%	88.4%
Class of 2014	90.4%	87.8%	**90.6%**	87.6%	92.3%	83.8%	*	88.1%	*	93.8%	73.8%	89.2%	43.8%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.4%	**91.2%**	88.4%	92.6%	85.3%	*	89.6%	*	93.8%	82.8%	90.0%	43.8%
Class of 2013	90.9%	89.1%	**93.8%**	90.6%	94.5%	93.0%	*	95.6%	-	90.9%	88.7%	93.1%	64.3%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	82.2%	**82.4%**	77.6%	81.1%	88.3%	*	92.9%	*	88.2%	34.1%	82.1%	72.3%
Class of 2015	86.1%	80.6%	**78.6%**	65.2%	79.2%	77.2%	-	96.1%	*	100.0%	23.6%	76.2%	59.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.2%	**82.4%**	77.6%	81.1%	88.3%	*	92.9%	*	88.2%	34.1%	82.1%	72.3%
Class of 2015	84.1%	80.6%	**78.6%**	65.2%	79.2%	77.2%	-	96.1%	*	100.0%	23.6%	76.2%	59.5%
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	80.2%	**80.4%**	76.0%	79.2%	85.0%	*	91.9%	*	83.3%	28.0%	81.6%	74.0%
2014-15	84.3%	77.5%	**77.5%**	64.5%	77.9%	76.3%	-	96.1%	*	100.0%	21.7%	77.9%	60.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.2%	**80.4%**	76.0%	79.2%	85.0%	*	91.9%	*	83.3%	28.0%	81.6%	74.0%
2014-15	82.2%	77.5%	**77.5%**	64.5%	77.9%	76.3%	-	96.1%	*	100.0%	21.7%	77.9%	60.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**46.9%**	37.4%	43.3%	56.0%	*	79.3%	*	46.2%	5.0%	43.7%	28.9%
2014-15	54.5%	41.9%	**43.4%**	31.1%	41.1%	48.0%	*	76.0%	*	41.4%	9.9%	39.5%	20.8%
English Language Arts													
2015-16	30.1%	21.0%	**22.1%**	17.9%	19.0%	21.7%	*	50.0%	*	15.4%	1.0%	19.7%	4.3%
2014-15	29.0%	18.8%	**23.6%**	14.7%	20.4%	26.9%	*	55.9%	*	37.9%	1.8%	20.3%	1.1%
Mathematics													
2015-16	43.1%	37.6%	**36.2%**	27.6%	32.1%	44.7%	*	66.7%	*	45.8%	2.6%	34.5%	25.6%
2014-15	43.8%	32.4%	**32.3%**	23.9%	29.8%	34.8%	*	59.4%	*	34.5%	5.6%	28.0%	15.7%
Science													
2015-16	12.2%	8.0%	**7.4%**	2.6%	6.6%	5.0%	*	21.3%	*	9.5%	0.0%	7.3%	2.4%
2014-15	12.7%	8.9%	**10.8%**	4.7%	9.4%	11.3%	*	28.1%	*	14.8%	0.0%	8.4%	0.0%
Social Studies													
2015-16	29.0%	23.1%	**24.7%**	15.9%	21.8%	27.2%	*	57.4%	*	16.7%	2.9%	23.1%	4.4%
2014-15	28.4%	21.7%	**24.3%**	13.9%	22.4%	24.8%	*	54.4%	*	28.6%	2.6%	21.9%	2.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**29.2%**	21.9%	26.8%	37.4%	16.7%	52.9%	14.3%	25.5%	2.0%	26.5%	14.6%
2014-15	34.6%	27.7%	**28.4%**	20.2%	25.7%	35.4%	*	56.7%	28.6%	31.5%	4.6%	24.7%	9.8%
English Language Arts													
2015-16	16.2%	11.3%	**11.5%**	10.2%	9.6%	12.4%	16.7%	26.5%	0.0%	7.4%	0.4%	10.1%	4.9%
2014-15	15.7%	9.9%	**11.8%**	7.4%	10.3%	15.1%	*	27.0%	16.7%	21.6%	0.7%	9.9%	0.9%
Mathematics													
2015-16	19.3%	16.4%	**17.0%**	13.4%	14.5%	24.1%	16.7%	33.4%	14.3%	21.2%	0.8%	15.5%	8.1%
2014-15	19.4%	14.0%	**14.2%**	10.0%	12.8%	17.3%	*	27.5%	33.3%	19.6%	1.8%	11.7%	6.5%
Science													
2015-16	5.1%	3.8%	**3.4%**	1.2%	2.9%	2.6%	20.0%	10.6%	0.0%	4.1%	0.0%	3.2%	0.8%
2014-15	5.2%	4.5%	**4.7%**	2.1%	4.0%	5.5%	*	12.9%	20.0%	8.0%	0.0%	3.5%	0.0%
Social Studies													
2015-16	20.8%	18.6%	**18.7%**	11.4%	16.7%	21.8%	16.7%	43.6%	0.0%	13.0%	1.2%	16.9%	2.2%
2014-15	19.5%	19.6%	**22.2%**	14.1%	19.4%	24.9%	*	53.6%	20.0%	31.7%	1.7%	19.7%	1.8%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	40.8%	**45.2%**	40.2%	39.9%	70.3%	*	57.1%	*	68.8%	8.3%	38.8%	2.5%
2014-15	42.0%	41.0%	**45.0%**	24.0%	46.0%	65.0%	-	53.0%	*	70.0%	18.0%	40.0%	7.0%
Mathematics													
2015-16	44.6%	36.8%	**45.8%**	35.5%	41.1%	54.7%	*	76.1%	*	53.3%	0.0%	43.3%	27.5%
2014-15	38.0%	31.0%	**39.0%**	22.0%	36.0%	43.0%	-	64.0%	*	50.0%	29.0%	37.0%	38.0%

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Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Both Subjects													
2015-16	38.7%	27.4%	**33.7%**	26.2%	28.4%	52.4%	*	54.9%	*	53.3%	0.0%	29.7%	0.0%
2014-15	35.0%	26.0%	**33.0%**	20.0%	31.0%	43.0%	-	49.0%	*	50.0%	12.0%	30.0%	8.0%
Either Subject													
2015-16	56.4%	49.9%	**57.1%**	49.2%	52.5%	72.3%	*	78.3%	*	68.8%	8.3%	52.1%	30.0%
2014-15	45.0%	45.0%	**51.0%**	27.0%	51.0%	65.0%	-	68.0%	*	70.0%	35.0%	46.0%	36.0%
College and Career Ready Graduates													
2015-16	75.9%	58.8%	**59.7%**	47.4%	57.6%	72.5%	*	82.8%	*	61.1%	26.0%	57.5%	34.0%
2014-15	74.5%	62.2%	**63.5%**	46.8%	63.5%	69.5%	-	88.3%	*	72.7%	38.3%	63.2%	36.8%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	25.9%	**26.2%**	27.3%	24.6%	37.5%	*	23.2%	*	38.9%	4.0%	24.1%	2.0%
2014-15	10.6%	16.8%	**15.9%**	7.1%	18.0%	15.3%	-	18.2%	*	18.2%	1.7%	15.5%	2.6%
Mathematics													
2015-16	18.1%	22.4%	**26.4%**	22.7%	25.4%	25.0%	*	40.4%	*	22.2%	0.0%	27.4%	22.0%
2014-15	7.1%	10.3%	**11.2%**	6.4%	11.6%	1.7%	-	26.0%	*	0.0%	5.0%	12.5%	13.2%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	39.1%	**40.6%**	29.2%	36.4%	51.3%	*	75.8%	*	38.9%	0.0%	38.8%	18.0%
2014-15	48.1%	37.8%	**39.1%**	23.4%	35.8%	49.2%	-	80.5%	*	63.6%	5.0%	36.3%	5.3%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	5.1%	**5.5%**	4.5%	6.0%	5.0%	*	4.0%	*	5.6%	0.0%	5.6%	4.0%
2014-15	10.6%	4.7%	**7.7%**	4.3%	7.8%	6.8%	-	13.0%	*	18.2%	1.7%	7.3%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	35.9%	**33.0%**	25.3%	28.6%	33.8%	*	70.7%	*	33.3%	0.0%	32.6%	16.0%
2014-15	43.4%	35.7%	**38.2%**	23.4%	34.1%	50.8%	-	79.2%	*	72.7%	5.0%	35.1%	2.6%
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	28.2%	**26.5%**	22.7%	26.9%	33.8%	*	26.3%	*	27.8%	26.0%	27.2%	22.0%
2014-15	46.6%	36.5%	**35.9%**	27.0%	37.9%	23.7%	-	49.4%	*	18.2%	33.3%	40.1%	34.2%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	24.1%	**23.5%**	14.4%	19.9%	26.9%	*	60.8%	*	11.5%	n/a	21.1%	n/a
2015	24.9%	23.1%	**24.1%**	13.1%	20.8%	29.2%	*	57.5%	*	40.0%	n/a	20.7%	n/a
English Language Arts													
2016	15.5%	14.0%	**14.7%**	9.3%	12.1%	15.0%	*	41.2%	*	11.5%	n/a	12.4%	n/a
2015	15.1%	14.2%	**18.1%**	10.3%	14.8%	22.1%	*	47.5%	*	30.0%	n/a	14.9%	n/a
Mathematics													
2016	6.8%	6.8%	**9.1%**	5.4%	6.0%	9.4%	*	35.3%	*	7.7%	n/a	7.4%	n/a
2015	6.8%	6.9%	**9.6%**	4.7%	7.3%	11.0%	*	29.3%	*	23.3%	n/a	8.0%	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Science													
2016	10.4%	13.4%	**13.3%**	5.6%	10.2%	13.8%	*	46.1%	*	7.7%	n/a	12.6%	n/a
2015	10.2%	12.8%	**13.9%**	5.9%	11.5%	13.0%	*	43.1%	*	23.3%	n/a	12.1%	n/a
Social Studies													
2016	14.8%	14.0%	**13.9%**	6.8%	10.8%	16.3%	*	45.6%	*	3.8%	n/a	12.2%	n/a
2015	14.4%	13.9%	**13.9%**	7.2%	11.3%	14.9%	*	40.9%	*	16.7%	n/a	12.3%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	37.5%	**49.8%**	39.2%	45.2%	53.5%	*	62.9%	-	*	n/a	48.5%	n/a
2015	49.1%	40.1%	**52.5%**	45.2%	45.2%	57.8%	*	67.3%	*	75.0%	n/a	52.3%	n/a
English Language Arts													
2016	43.3%	25.1%	**42.1%**	24.2%	38.6%	62.5%	-	50.0%	-	*	n/a	39.4%	n/a
2015	43.7%	26.6%	**37.0%**	30.3%	30.4%	55.9%	*	43.0%	*	55.6%	n/a	37.7%	n/a
Mathematics													
2016	54.0%	48.8%	**55.4%**	57.9%	51.3%	40.0%	-	63.9%	-	*	n/a	58.8%	n/a
2015	51.7%	49.3%	**69.1%**	80.0%	60.0%	70.6%	-	81.1%	*	57.1%	n/a	63.9%	n/a
Science													
2016	35.1%	15.8%	**20.8%**	20.0%	13.8%	22.7%	*	30.9%	-	*	n/a	19.4%	n/a
2015	35.4%	19.3%	**23.6%**	26.3%	15.8%	40.0%	-	33.3%	*	14.3%	n/a	19.2%	n/a
Social Studies													
2016	41.6%	27.3%	**45.6%**	41.7%	40.1%	46.2%	-	54.8%	-	*	n/a	42.4%	n/a
2015	40.1%	27.0%	**44.2%**	43.5%	35.1%	52.2%	*	58.1%	*	60.0%	n/a	44.9%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	54.1%	**53.2%**	59.7%	46.6%	55.0%	*	83.8%	*	38.9%	n/a	53.2%	n/a
Class of 2015	68.3%	53.5%	**54.8%**	55.3%	49.0%	55.9%	-	90.9%	*	81.8%	n/a	54.4%	n/a
At/Above Criterion													
Class of 2016	22.5%	12.1%	**17.5%**	6.5%	12.1%	36.4%	*	33.7%	-	57.1%	n/a	14.1%	n/a
Class of 2015	24.3%	12.4%	**18.2%**	10.3%	14.8%	39.4%	-	25.7%	*	44.4%	n/a	13.6%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1298	**1357**	1278	1322	1523	*	1458	-	*	n/a	1317	n/a
Class of 2015	1394	1316	**1368**	1238	1360	1517	-	1440	*	1541	n/a	1335	n/a
English Language Arts and Writing													
Class of 2016	903	845	**888**	845	870	1009	*	925	-	*	n/a	859	n/a
Class of 2015	912	857	**891**	808	890	1005	-	908	*	1027	n/a	867	n/a
Mathematics													
Class of 2016	472	452	**469**	432	454	517	*	527	-	*	n/a	458	n/a
Class of 2015	482	459	**478**	430	471	512	-	533	*	514	n/a	469	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average ACT Score													
All Subjects													
Class of 2016	20.3	18.9	**20.3**	17.6	19.3	23.5	*	22.6	-	23.6	n/a	19.8	n/a
Class of 2015	20.6	19.2	**20.3**	18.3	19.8	23.5	-	21.3	-	23.0	n/a	19.8	n/a
English Language Arts													
Class of 2016	19.8	18.1	**19.7**	17.1	18.6	23.5	*	21.7	-	23.3	n/a	19.1	n/a
Class of 2015	20.1	18.3	**19.5**	16.8	19.0	23.8	-	19.7	-	23.9	n/a	18.8	n/a
Mathematics													
Class of 2016	20.5	19.7	**20.8**	17.8	19.6	22.6	*	24.0	-	23.6	n/a	20.2	n/a
Class of 2015	20.9	20.1	**21.0**	19.2	20.1	21.9	-	23.5	-	22.7	n/a	20.6	n/a
Science													
Class of 2016	20.5	19.3	**20.3**	18.2	19.2	23.5	*	22.4	-	24.0	n/a	20.0	n/a
Class of 2015	20.7	19.5	**20.8**	19.7	20.2	23.9	-	21.7	-	21.4	n/a	20.3	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	**64.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	**66.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	**48.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	**63.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: PASADENA ISD
Campus Name: DOBIE H S
Campus Number: 101917004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 4,229
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	4,229	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	1,108	26.2%	8.2%	8.1%
Grade 10	1,035	24.5%	7.4%	7.4%
Grade 11	1,076	25.4%	7.2%	6.8%
Grade 12	1,010	23.9%	6.4%	6.2%
Ethnic Distribution:				
African American	711	16.8%	7.6%	12.6%
Hispanic	2,786	65.9%	82.7%	52.4%
White	265	6.3%	5.9%	28.1%
American Indian	3	0.1%	0.1%	0.4%
Asian	414	9.8%	3.0%	4.2%
Pacific Islander	5	0.1%	0.1%	0.1%
Two or More Races	45	1.1%	0.7%	2.2%
Economically Disadvantaged	2,449	57.9%	77.8%	59.0%
Non-Educationally Disadvantaged	1,780	42.1%	22.2%	41.0%
English Language Learners (ELL)	284	6.7%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	65	1.5%	1.1%	1.4%
At-Risk	1,930	45.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	311			
By Type of Primary Disability				
Students with Intellectual Disabilities	220	70.7%	47.0%	44.5%
Students with Physical Disabilities	5	1.6%	16.5%	21.9%
Students with Autism	48	15.4%	19.1%	12.5%
Students with Behavioral Disabilities	38	12.2%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	496	11.3%	15.5%	16.2%
By Ethnicity:				
African American	143	3.2%		
Hispanic	280	6.4%		
White	43	1.0%		
American Indian	2	0.0%		
Asian	21	0.5%		
Pacific Islander	3	0.1%		
Two or More Races	4	0.1%		
Graduates (Class of 2016):				
Total Graduates	923	100.0%	3,396	324,311
By Ethnicity (incl. Special Ed.):				
African American	154	16.7%	251	41,084
Hispanic	566	61.3%	2,725	157,633
White	80	8.7%	252	104,551
American Indian	3	0.3%	8	1,280
Asian	99	10.7%	131	13,481
Pacific Islander	3	0.3%	3	449
Two or More Races	18	2.0%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	181	19.6%	672	42,804
Recommended H.S. Program/DAP	742	80.4%	2,723	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	1	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	50	5.4%	213	23,325

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	13.7	12.1	16.8
Foreign Languages	14.2	14.1	18.7
Mathematics	14.3	12.6	18.0
Science	15.1	13.1	19.0
Social Studies	15.4	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	314.7	100.0%	100.0%	100.0%
Professional Staff:	290.9	92.4%	60.0%	64.0%
Teachers	253.2	80.5%	47.3%	50.0%
Professional Support	27.7	8.8%	9.3%	10.0%
Campus Administration (School Leadership)	10.0	3.2%	2.4%	2.9%
Educational Aides:	23.8	7.6%	11.2%	9.6%
Total Minority Staff:	131.6	41.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	34.9	13.8%	9.4%	10.2%
Hispanic	58.5	23.1%	34.6%	26.6%
White	144.5	57.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	11.3	4.5%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	4.0	1.6%	1.1%	1.1%
Males	110.8	43.8%	23.8%	23.7%
Females	142.4	56.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	3.2	1.3%	1.0%	1.2%
Bachelors	178.4	70.4%	78.0%	74.5%
Masters	67.3	26.6%	20.0%	23.6%
Doctorate	4.3	1.7%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	12.8	5.0%	7.3%	7.8%
1-5 Years Experience	63.2	25.0%	35.5%	28.0%
6-10 Years Experience	65.3	25.8%	23.5%	20.9%
11-20 Years Experience	75.2	29.7%	23.9%	27.8%
Over 20 Years Experience	36.7	14.5%	9.9%	15.5%
Number of Students per Teacher	16.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	12.0	19.3	12.2
Average Years Experience of Assistant Principals	15.6	15.3	15.7
Average Years Experience of Assistant Principals with District	14.8	13.7	10.1
Average Years Experience of Teachers:	10.5	9.2	10.9
Average Years Experience of Teachers with District:	7.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,928	$50,819	$46,199
1-5 Years Experience	$52,970	$52,776	$48,779
6-10 Years Experience	$56,265	$54,387	$51,184
11-20 Years Experience	$56,034	$54,825	$54,396
Over 20 Years Experience	$62,714	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,240	$54,351	$52,525
Professional Support	$69,357	$70,369	$61,728
Campus Administration (School Leadership)	$92,026	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	248	5.9%	28.2%	18.8%
Career & Technical Education	2,528	59.8%	19.9%	25.0%
Gifted & Talented Education	258	6.1%	5.0%	7.8%
Special Education	311	7.4%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	0.8%	15.3%	6.0%
Career & Technical Education	28.9	11.4%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	159.4	62.9%	62.9%	72.8%
Special Education	35.9	14.2%	13.3%	8.6%
Other	26.9	10.6%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **EXCEL ACADEMY (JJAEP)**

Campus Number: **101917012**

2017 Accountability Rating: **Not Rated**

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District Name: PASADENA ISD
Campus Name: EXCEL ACADEMY (JJAEP)
Campus Number: 101917012

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 10
Grade Span: 07 - 12
School Type: High School

There is no assessment data for this campus.

District Name: PASADENA ISD
Campus Name: EXCEL ACADEMY (JJAEP)
Campus Number: 101917012

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 10
Grade Span: 07 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	*	-	-	*	-	-	-	-	-	-	-
Included in Accountability	94%	94%	*	-	-	*	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	*	-	-	*	-	-	-	-	-	-	-
Other Exclusions	1%	1%	*	-	-	*	-	-	-	-	-	-	-
Not Tested	1%	1%	*	-	-	*	-	-	-	-	-	-	-
Absent	1%	1%	*	-	-	*	-	-	-	-	-	-	-
Other	0%	0%	*	-	-	*	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: EXCEL ACADEMY (JJAEP)
Campus Number: 101917012

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 10
Grade Span: 07 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**77.8%**	*	77.2%	*	-	-	-	-	*	75.7%	*
2014-15	95.7%	95.3%	**81.3%**	*	*	*	-	*	-	-	*	*	*
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	*
2014-15	0.3%	0.3%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**0.0%**	*	0.0%	*	-	-	-	-	*	0.0%	*
2014-15	2.1%	1.5%	**0.0%**	*	0.0%	-	-	*	-	-	*	0.0%	*
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	*
2014-15	34.6%	27.7%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	*
English Language Arts													
2015-16	16.2%	11.3%	*	*	*	-	-	-	-	-	*	*	-
2014-15	15.7%	9.9%	*	*	*	-	-	-	-	-	-	*	*
Mathematics													
2015-16	19.3%	16.4%	*	-	*	-	-	-	-	-	-	-	-
2014-15	19.4%	14.0%	*	*	*	-	-	-	-	-	-	*	*
Social Studies													
2015-16	20.8%	18.6%	*	-	*	-	-	-	-	-	-	*	-
2014-15	19.5%	19.6%	*	*	*	-	-	-	-	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	10	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	1	10.0%	7.2%	7.4%
Grade 8	1	10.0%	7.2%	7.3%
Grade 9	2	20.0%	8.2%	8.1%
Grade 10	2	20.0%	7.4%	7.4%
Grade 11	3	30.0%	7.2%	6.8%
Grade 12	1	10.0%	6.4%	6.2%
Ethnic Distribution:				
African American	0	0.0%	7.6%	12.6%
Hispanic	10	100.0%	82.7%	52.4%
White	0	0.0%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	5	50.0%	77.8%	59.0%
Non-Educationally Disadvantaged	5	50.0%	22.2%	41.0%
English Language Learners (ELL)	2	20.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	3.4%	1.1%	1.4%
At-Risk	10	100.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	47.0%	44.5%
Students with Physical Disabilities	0	0.0%	16.5%	21.9%
Students with Autism	0	0.0%	19.1%	12.5%
Students with Behavioral Disabilities	0	0.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	29	100.0%	15.5%	16.2%
By Ethnicity:				
African American	3	10.3%		
Hispanic	24	82.8%		
White	2	6.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	100.0%	0.7%	0.7%	-	0.2%	0.8%
Grade 8	50.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	60.0%	64.0%
Teachers	-	-	47.3%	50.0%
Professional Support	-	-	9.3%	10.0%
Campus Administration (School Leadership)	-	-	2.4%	2.9%
Educational Aides:	-	-	11.2%	9.6%
Total Minority Staff:	-	-	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	-	-	9.4%	10.2%
Hispanic	-	-	34.6%	26.6%
White	-	-	51.8%	59.8%
American Indian	-	-	0.2%	0.4%
Asian	-	-	2.9%	1.5%
Pacific Islander	-	-	0.0%	0.4%
Two or More Races	-	-	1.1%	1.1%
Males	-	-	23.8%	23.7%
Females	-	-	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	-	-	1.0%	1.2%
Bachelors	-	-	78.0%	74.5%
Masters	-	-	20.0%	23.6%
Doctorate	-	-	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	-	-	7.3%	7.8%
1-5 Years Experience	-	-	35.5%	28.0%
6-10 Years Experience	-	-	23.5%	20.9%
11-20 Years Experience	-	-	23.9%	27.8%
Over 20 Years Experience	-	-	9.9%	15.5%
Number of Students per Teacher	-	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	20.4	19.5
Average Years Experience of Principals with District	-	19.3	12.2
Average Years Experience of Assistant Principals	-	15.3	15.7
Average Years Experience of Assistant Principals with District	-	13.7	10.1
Average Years Experience of Teachers:	-	9.2	10.9
Average Years Experience of Teachers with District:	-	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,819	$46,199
1-5 Years Experience	-	$52,776	$48,779
6-10 Years Experience	-	$54,387	$51,184
11-20 Years Experience	-	$54,825	$54,396
Over 20 Years Experience	-	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	-	$54,351	$52,525
Professional Support	-	$70,369	$61,728
Campus Administration (School Leadership)	-	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	2	20.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	0	0.0%	5.0%	7.8%
Special Education	1	10.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	15.3%	6.0%
Career & Technical Education	-	-	3.4%	4.5%
Compensatory Education	-	-	0.0%	2.8%
Gifted & Talented Education	-	-	2.3%	1.9%
Regular Education	-	-	62.9%	72.8%
Special Education	-	-	13.3%	8.6%
Other	-	-	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PASADENA MEMORIAL H S**

Campus Number: **101917013**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 3,384
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	55%	**62%**	64%	61%	70%	*	83%	-	70%	22%	60%	26%
	2016	65%	56%	**65%**	60%	63%	69%	*	80%	*	80%	25%	61%	31%
English II	2017	66%	58%	**65%**	54%	64%	68%	*	75%	*	90%	19%	62%	33%
	2016	67%	59%	**71%**	62%	70%	79%	*	84%	*	100%	29%	68%	37%
Algebra I	2017	83%	80%	**81%**	79%	81%	78%	*	100%	-	71%	42%	81%	72%
	2016	78%	75%	**80%**	90%	79%	82%	*	100%	-	88%	34%	78%	72%
Biology	2017	86%	84%	**86%**	82%	86%	90%	*	90%	-	89%	50%	85%	66%
	2016	87%	85%	**89%**	97%	88%	94%	*	97%	*	89%	60%	88%	72%
U.S. History	2017	91%	92%	**96%**	95%	96%	99%	*	98%	*	100%	74%	96%	88%
	2016	91%	90%	**95%**	88%	95%	99%	*	95%	-	*	60%	94%	81%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**76%**	73%	76%	80%	44%	88%	*	84%	37%	75%	51%
	2016	75%	72%	**79%**	77%	77%	84%	77%	89%	*	89%	39%	76%	54%
Reading	2017	72%	67%	**63%**	60%	63%	69%	*	78%	*	80%	21%	61%	29%
	2016	73%	68%	**68%**	61%	66%	74%	*	83%	*	88%	27%	65%	34%
Mathematics	2017	79%	77%	**81%**	79%	81%	78%	*	100%	-	71%	42%	81%	72%
	2016	76%	76%	**80%**	90%	79%	82%	*	100%	-	88%	34%	78%	72%
Science	2017	79%	76%	**86%**	82%	86%	90%	*	90%	-	89%	50%	85%	66%
	2016	79%	76%	**89%**	97%	88%	94%	*	97%	*	89%	60%	88%	72%
Social Studies	2017	77%	79%	**96%**	95%	96%	99%	*	98%	*	100%	74%	96%	88%
	2016	77%	76%	**95%**	88%	95%	99%	*	95%	-	*	60%	94%	81%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**65%**	55%	62%	77%	*	87%	*	85%	27%	61%	23%
	2016	45%	39%	**63%**	57%	61%	76%	63%	85%	*	84%	16%	59%	25%

District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 3,384
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**54%**	48%	52%	67%	*	80%	*	83%	22%	51%	11%
	2016	46%	38%	**51%**	44%	47%	63%	*	80%	*	73%	11%	46%	7%
Mathematics	2017	48%	41%	**48%**	46%	47%	56%	*	86%	-	*	27%	49%	27%
	2016	43%	38%	**50%**	56%	48%	58%	*	80%	-	*	*	47%	33%
Science	2017	52%	47%	**63%**	62%	61%	79%	*	93%	-	67%	29%	62%	24%
	2016	47%	43%	**67%**	70%	64%	76%	*	96%	*	89%	20%	63%	29%
Social Studies	2017	51%	53%	**82%**	68%	81%	88%	*	92%	*	100%	40%	80%	53%
	2016	47%	47%	**81%**	73%	79%	89%	*	94%	-	*	27%	78%	52%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	13%	16%	21%	*	37%	*	35%	5%	15%	5%
	2016	18%	14%	**17%**	16%	15%	24%	*	37%	*	35%	5%	15%	5%
Reading	2017	19%	14%	**5%**	4%	5%	8%	*	19%	*	*	*	5%	1%
	2016	17%	12%	**6%**	7%	5%	9%	*	20%	*	*	*	5%	2%
Mathematics	2017	23%	17%	**15%**	17%	15%	18%	*	*	-	*	7%	15%	8%
	2016	19%	14%	**19%**	20%	17%	22%	*	64%	-	*	9%	18%	11%
Science	2017	19%	15%	**19%**	10%	18%	19%	*	53%	-	*	5%	17%	7%
	2016	16%	13%	**19%**	*	16%	36%	*	50%	*	*	7%	16%	6%
Social Studies	2017	27%	26%	**48%**	43%	46%	57%	*	57%	*	100%	16%	44%	22%
	2016	22%	21%	**40%**	38%	38%	47%	*	76%	-	*	12%	37%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**50%**	54%	49%	54%	*	*	*	*	37%	49%	39%
	2016	62%	62%	**54%**	48%	53%	61%	*	66%	*	*	35%	52%	46%
Reading	2017	59%	57%	**53%**	*	52%	*	*	*	*	*	*	50%	*
	2016	60%	61%	**54%**	*	*	*	*	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**46%**	50%	45%	53%	*	*	-	*	26%	48%	40%
	2016	63%	63%	**53%**	*	52%	62%	*	75%	-	*	21%	51%	50%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**7%**	9%	6%	6%	*	*	*	*	5%	6%	6%
	2016	17%	16%	**8%**	9%	8%	9%	*	13%	*	*	7%	8%	10%
Reading	2017	17%	16%	**2%**	*	1%	*	*	*	*	*	*	2%	*
	2016	16%	16%	**1%**	*	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	16%	**12%**	18%	12%	10%	*	*	-	*	9%	12%	13%
	2016	17%	15%	**18%**	*	17%	22%	*	50%	-	*	12%	16%	22%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	62%	-	-	62%	-	50%	50%	*	55%	50%	51%
	2016	75%	72%	**79%**	63%	-	-	63%	-	54%	54%	-	52%	55%	54%
Reading	2017	72%	67%	**63%**	*	-	-	*	-	29%	29%	*	29%	29%	29%
	2016	73%	68%	**68%**	*	-	-	*	-	33%	33%	-	48%	32%	34%
Mathematics	2017	79%	77%	**81%**	*	-	-	*	-	70%	70%	-	82%	70%	72%
	2016	76%	76%	**80%**	*	-	-	*	-	74%	74%	-	50%	74%	72%
Science	2017	79%	76%	**86%**	*	-	-	*	-	65%	64%	*	72%	65%	66%
	2016	79%	76%	**89%**	*	-	-	*	-	72%	72%	-	60%	73%	72%
Social Studies	2017	77%	79%	**96%**	*	-	-	*	-	88%	88%	-	83%	88%	88%
	2016	77%	76%	**95%**	*	-	-	*	-	81%	81%	-	*	81%	81%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**65%**	*	-	-	*	-	23%	23%	-	23%	23%	23%
	2016	45%	39%	**63%**	*	-	-	*	-	26%	26%	-	*	26%	25%
Reading	2017	48%	41%	**54%**	*	-	-	*	-	11%	11%	-	*	10%	11%
	2016	46%	38%	**51%**	*	-	-	*	-	6%	6%	-	*	6%	7%
Mathematics	2017	48%	41%	**48%**	*	-	-	*	-	26%	26%	-	*	28%	27%
	2016	43%	38%	**50%**	*	-	-	*	-	34%	34%	-	*	35%	33%
Science	2017	52%	47%	**63%**	*	-	-	*	-	24%	24%	-	*	23%	24%
	2016	47%	43%	**67%**	*	-	-	*	-	29%	29%	-	*	29%	29%
Social Studies	2017	51%	53%	**82%**	*	-	-	*	-	52%	52%	-	*	53%	53%
	2016	47%	47%	**81%**	*	-	-	*	-	57%	57%	-	*	55%	52%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	*	-	-	*	-	5%	5%	*	8%	5%	5%
	2016	18%	14%	**17%**	*	-	-	*	-	5%	5%	-	*	5%	5%

District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 3,384
Grade Span: 09 - 12
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**5%**	*	-	-	*	-	*	*	*	*	*	1%
	2016	17%	12%	**6%**	*	-	-	*	-	3%	3%	-	*	3%	2%
Mathematics	2017	23%	17%	**15%**	*	-	-	*	-	7%	7%	-	*	8%	8%
	2016	19%	14%	**19%**	*	-	-	*	-	12%	12%	-	*	12%	11%
Science	2017	19%	15%	**19%**	*	-	-	*	-	7%	7%	*	*	7%	7%
	2016	16%	13%	**19%**	*	-	-	*	-	6%	6%	-	*	6%	6%
Social Studies	2017	27%	26%	**48%**	*	-	-	*	-	18%	18%	-	*	20%	22%
	2016	22%	21%	**40%**	*	-	-	*	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**50%**	*	-	-	*	-	38%	38%	-	*	38%	37%
	2016	62%	62%	**54%**	*	-	-	*	-	46%	46%	-	*	46%	46%
Reading	2017	59%	57%	**53%**	*	-	-	*	-	*	*	-	*	*	*
	2016	60%	61%	**54%**	*	-	-	*	-	*	*	-	*	*	*
Mathematics	2017	64%	59%	**46%**	*	-	-	*	-	38%	38%	-	*	39%	37%
	2016	63%	63%	**53%**	*	-	-	*	-	51%	51%	-	*	52%	51%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**7%**	*	-	-	*	-	6%	6%	-	*	6%	7%
	2016	17%	16%	**8%**	*	-	-	*	-	11%	11%	-	*	11%	11%
Reading	2017	17%	16%	**2%**	*	-	-	*	-	*	*	-	*	*	*
	2016	16%	16%	**1%**	*	-	-	*	-	*	*	-	*	*	*
Mathematics	2017	20%	16%	**12%**	*	-	-	*	-	15%	15%	-	*	15%	15%
	2016	17%	15%	**18%**	*	-	-	*	-	25%	25%	-	*	25%	23%

District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 3,384
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	100%	98%	98%	100%	99%	*	91%	99%	99%	98%
Included in Accountability	94%	94%	**92%**	89%	93%	90%	100%	90%	*	91%	93%	92%	84%
Not Included in Accountability													
Mobile	4%	4%	**4%**	11%	4%	6%	0%	2%	*	0%	6%	4%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	1%	0%	6%	*	0%	0%	2%	10%
Not Tested	1%	1%	**2%**	0%	2%	2%	0%	1%	*	9%	1%	1%	2%
Absent	1%	1%	**2%**	0%	2%	2%	0%	1%	*	9%	1%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	97%	99%	98%	100%	99%	*	100%	98%	99%	99%
Included in Accountability	94%	94%	**92%**	83%	93%	90%	100%	89%	*	100%	93%	92%	84%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	4%	7%	0%	5%	*	0%	4%	5%	4%
Other Exclusions	1%	1%	**2%**	0%	2%	1%	0%	5%	*	0%	1%	2%	11%
Not Tested	1%	1%	**1%**	3%	1%	2%	0%	1%	*	0%	2%	1%	1%
Absent	1%	1%	**1%**	3%	1%	2%	0%	1%	*	0%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 3,384
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**94.0%**	93.2%	94.0%	93.1%	95.8%	97.8%	*	95.8%	91.8%	93.8%	93.8%
2014-15	95.7%	95.3%	**94.7%**	93.6%	94.7%	94.5%	94.4%	97.2%	*	95.3%	92.0%	94.5%	95.1%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**1.4%**	3.1%	1.2%	2.1%	0.0%	0.8%	*	0.0%	1.2%	1.5%	3.3%
2014-15	2.1%	1.5%	**1.0%**	1.9%	0.9%	1.1%	5.9%	0.9%	*	0.0%	3.0%	1.3%	1.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.9%	**94.4%**	85.7%	95.4%	90.7%	83.3%	100.0%	-	*	82.5%	93.9%	91.7%
Received GED	0.5%	0.4%	**0.5%**	0.0%	0.2%	2.8%	0.0%	0.0%	-	*	0.0%	0.5%	0.0%
Continued HS	4.2%	3.2%	**1.1%**	2.9%	0.7%	2.8%	0.0%	0.0%	-	*	0.0%	1.1%	2.1%
Dropped Out	6.2%	5.5%	**4.0%**	11.4%	3.7%	3.7%	16.7%	0.0%	-	*	17.5%	4.5%	6.3%
Graduates and GED	89.6%	91.3%	**94.9%**	85.7%	95.6%	93.5%	83.3%	100.0%	-	*	82.5%	94.3%	91.7%
Grads, GED, & Cont	93.8%	94.5%	**96.0%**	88.6%	96.3%	96.3%	83.3%	100.0%	-	*	82.5%	95.5%	93.8%
Class of 2015													
Graduated	89.0%	89.4%	**94.0%**	88.0%	94.4%	93.1%	*	95.2%	-	*	91.7%	93.6%	90.0%
Received GED	0.6%	0.6%	**0.7%**	0.0%	0.6%	1.7%	*	0.0%	-	*	0.0%	0.5%	3.3%
Continued HS	4.1%	3.6%	**1.8%**	0.0%	1.7%	2.6%	*	0.0%	-	*	2.8%	1.7%	3.3%
Dropped Out	6.3%	6.5%	**3.5%**	12.0%	3.3%	2.6%	*	4.8%	-	*	5.6%	4.3%	3.3%
Graduates and GED	89.6%	89.9%	**94.7%**	88.0%	95.0%	94.8%	*	95.2%	-	*	91.7%	94.1%	93.3%
Grads, GED, & Cont	93.7%	93.5%	**96.5%**	88.0%	96.7%	97.4%	*	95.2%	-	*	94.4%	95.7%	96.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.2%	**95.3%**	88.0%	96.1%	93.1%	*	95.2%	-	*	91.7%	94.8%	93.3%
Received GED	0.8%	0.7%	**0.9%**	0.0%	0.6%	2.6%	*	0.0%	-	*	0.0%	0.7%	3.3%
Continued HS	1.2%	0.4%	**0.1%**	0.0%	0.0%	0.9%	*	0.0%	-	*	2.8%	0.2%	0.0%
Dropped Out	6.7%	6.7%	**3.7%**	12.0%	3.3%	3.4%	*	4.8%	-	*	5.6%	4.3%	3.3%
Graduates and GED	92.1%	92.9%	**96.2%**	88.0%	96.7%	95.7%	*	95.2%	-	*	91.7%	95.5%	96.7%
Grads, GED, & Cont	93.3%	93.3%	**96.3%**	88.0%	96.7%	96.6%	*	95.2%	-	*	94.4%	95.7%	96.7%
Class of 2014													
Graduated	90.4%	91.7%	**96.0%**	95.0%	96.7%	93.2%	-	95.0%	*	100.0%	86.4%	94.9%	58.3%
Received GED	1.0%	0.8%	**0.6%**	5.0%	0.0%	2.5%	-	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.3%	0.9%	**0.6%**	0.0%	0.6%	0.8%	-	0.0%	*	0.0%	6.8%	0.3%	0.0%
Dropped Out	7.2%	6.6%	**2.8%**	0.0%	2.7%	3.4%	-	5.0%	*	0.0%	6.8%	4.3%	41.7%
Graduates and GED	91.5%	92.5%	**96.6%**	100.0%	96.7%	95.8%	-	95.0%	*	100.0%	86.4%	95.4%	58.3%
Grads, GED, & Cont	92.8%	93.4%	**97.2%**	100.0%	97.3%	96.6%	-	95.0%	*	100.0%	93.2%	95.7%	58.3%

District Name: PASADENA ISD
Campus Name: PASADENA MEMORIAL H S
Campus Number: 101917013

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 3,384
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	92.3%	**96.5%**	95.0%	97.1%	94.1%	-	95.0%	*	100.0%	92.7%	95.1%	53.8%
Received GED	1.2%	1.2%	**0.6%**	5.0%	0.0%	2.5%	-	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	0.6%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.4%	**2.9%**	0.0%	2.9%	3.4%	-	5.0%	*	0.0%	7.3%	4.4%	46.2%
Graduates and GED	92.2%	93.6%	**97.1%**	100.0%	97.1%	96.6%	-	95.0%	*	100.0%	92.7%	95.6%	53.8%
Grads, GED, & Cont	92.8%	93.6%	**97.1%**	100.0%	97.1%	96.6%	-	95.0%	*	100.0%	92.7%	95.6%	53.8%
Class of 2013													
Graduated	90.9%	91.7%	**96.1%**	95.2%	95.6%	97.1%	*	100.0%	-	*	91.7%	95.7%	78.6%
Received GED	1.4%	2.0%	**1.2%**	4.8%	1.1%	1.5%	*	0.0%	-	*	0.0%	1.4%	0.0%
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.1%	**2.7%**	0.0%	3.3%	1.5%	*	0.0%	-	*	8.3%	3.0%	21.4%
Graduates and GED	92.3%	93.7%	**97.3%**	100.0%	96.7%	98.5%	*	100.0%	-	*	91.7%	97.0%	78.6%
Grads, GED, & Cont	92.8%	93.9%	**97.3%**	100.0%	96.7%	98.5%	*	100.0%	-	*	91.7%	97.0%	78.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	87.0%	**91.9%**	81.6%	92.6%	89.9%	83.3%	100.0%	-	*	67.3%	91.4%	86.3%
Class of 2015	89.0%	86.2%	**91.9%**	84.6%	92.5%	90.8%	*	90.9%	-	*	82.5%	91.2%	80.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	88.7%	**93.7%**	85.2%	94.3%	93.2%	*	90.9%	-	*	85.4%	93.1%	88.2%
Class of 2014	90.4%	87.8%	**93.4%**	95.2%	93.7%	91.1%	-	95.0%	*	100.0%	71.9%	92.5%	50.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.4%	**93.7%**	95.2%	94.1%	91.1%	-	95.0%	*	100.0%	75.4%	92.3%	46.7%
Class of 2013	90.9%	89.1%	**94.7%**	95.2%	93.6%	97.1%	*	100.0%	-	*	87.5%	94.1%	68.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	82.2%	**86.0%**	83.3%	85.7%	85.7%	60.0%	100.0%	-	*	30.3%	85.1%	75.0%
Class of 2015	86.1%	80.6%	**80.8%**	81.8%	79.3%	83.3%	*	100.0%	-	*	27.3%	79.9%	66.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.2%	**86.0%**	83.3%	85.7%	85.7%	60.0%	100.0%	-	*	30.3%	85.1%	75.0%
Class of 2015	84.1%	80.6%	**80.8%**	81.8%	79.3%	83.3%	*	100.0%	-	*	27.3%	79.9%	66.7%
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	80.2%	**84.4%**	78.1%	84.0%	85.0%	60.0%	100.0%	-	*	27.8%	84.1%	77.3%
2014-15	84.3%	77.5%	**77.3%**	69.2%	76.2%	79.6%	*	100.0%	-	*	22.2%	77.1%	64.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	80.2%	**84.4%**	78.1%	84.0%	85.0%	60.0%	100.0%	-	*	27.8%	84.1%	77.3%
2014-15	82.2%	77.5%	**77.3%**	69.2%	76.2%	79.6%	*	100.0%	-	*	22.2%	77.1%	64.7%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**48.6%**	34.3%	47.8%	50.5%	11.1%	84.4%	*	88.9%	6.9%	46.4%	29.9%
2014-15	54.5%	41.9%	**38.2%**	18.0%	36.7%	42.9%	16.7%	76.6%	-	66.7%	7.2%	36.4%	12.5%
English Language Arts													
2015-16	30.1%	21.0%	**21.2%**	10.8%	19.4%	27.0%	0.0%	54.5%	*	62.5%	0.0%	17.9%	4.2%
2014-15	29.0%	18.8%	**14.8%**	12.1%	12.9%	19.1%	0.0%	42.2%	-	50.0%	1.2%	12.8%	0.0%
Mathematics													
2015-16	43.1%	37.6%	**38.4%**	28.6%	36.8%	39.9%	14.3%	78.6%	*	100.0%	0.0%	37.0%	25.6%
2014-15	43.8%	32.4%	**26.9%**	13.0%	25.4%	29.9%	0.0%	60.0%	-	66.7%	1.9%	24.9%	10.3%
Science													
2015-16	12.2%	8.0%	**10.7%**	5.0%	9.3%	13.0%	0.0%	46.2%	*	12.5%	0.0%	8.8%	1.2%
2014-15	12.7%	8.9%	**10.3%**	6.3%	9.4%	11.9%	0.0%	26.8%	-	40.0%	1.7%	9.9%	0.0%
Social Studies													
2015-16	29.0%	23.1%	**24.5%**	9.1%	23.0%	28.3%	0.0%	68.3%	*	62.5%	0.0%	22.0%	1.2%
2014-15	28.4%	21.7%	**22.1%**	14.0%	19.9%	25.9%	0.0%	63.6%	-	60.0%	0.0%	20.4%	0.0%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**34.6%**	28.0%	33.0%	37.8%	23.1%	60.0%	*	50.0%	3.7%	31.3%	24.4%
2014-15	34.6%	27.7%	**26.0%**	12.9%	24.8%	29.9%	18.8%	53.9%	*	38.1%	3.3%	24.0%	5.4%
English Language Arts													
2015-16	16.2%	11.3%	**11.8%**	5.7%	10.7%	16.4%	0.0%	27.4%	*	21.7%	0.0%	9.9%	15.7%
2014-15	15.7%	9.9%	**7.2%**	5.3%	6.3%	9.8%	0.0%	19.2%	*	22.2%	0.5%	6.1%	0.0%
Mathematics													
2015-16	19.3%	16.4%	**17.5%**	12.9%	16.7%	20.6%	9.1%	27.0%	*	34.8%	0.0%	15.9%	7.4%
2014-15	19.4%	14.0%	**11.6%**	5.4%	11.0%	13.3%	0.0%	27.3%	*	22.2%	0.6%	10.4%	3.7%
Science													
2015-16	5.1%	3.8%	**4.9%**	2.2%	4.2%	6.6%	0.0%	16.8%	*	4.3%	0.0%	3.8%	0.3%
2014-15	5.2%	4.5%	**4.3%**	2.5%	3.9%	5.2%	0.0%	12.6%	*	11.8%	0.6%	4.0%	0.0%
Social Studies													
2015-16	20.8%	18.6%	**22.5%**	15.7%	20.5%	26.9%	18.2%	51.4%	*	42.9%	0.0%	19.1%	0.7%
2014-15	19.5%	19.6%	**20.7%**	13.0%	18.8%	24.3%	12.5%	60.3%	-	50.0%	0.0%	19.0%	0.5%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	40.8%	**49.0%**	37.0%	46.4%	65.0%	*	50.0%	-	*	29.4%	43.5%	8.8%
2014-15	42.0%	41.0%	**44.0%**	38.0%	41.0%	49.0%	-	67.0%	-	*	13.0%	40.0%	0.0%
Mathematics													
2015-16	44.6%	36.8%	**45.8%**	14.3%	45.3%	55.7%	*	59.3%	-	*	16.7%	42.8%	29.4%
2014-15	38.0%	31.0%	**37.0%**	31.0%	35.0%	37.0%	-	72.0%	-	*	0.0%	36.0%	13.0%

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Texas Academic Performance Report

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Both Subjects													
2015-16	38.7%	27.4%	**35.0%**	11.1%	33.5%	48.7%	*	42.3%	-	*	6.3%	30.1%	6.1%
2014-15	35.0%	26.0%	**32.0%**	31.0%	29.0%	35.0%	-	67.0%	-	*	0.0%	29.0%	0.0%
Either Subject													
2015-16	56.4%	49.9%	**59.5%**	39.3%	57.8%	71.6%	*	66.7%	-	*	36.8%	55.8%	31.4%
2014-15	45.0%	45.0%	**49.0%**	38.0%	48.0%	52.0%	-	72.0%	-	*	13.0%	47.0%	13.0%
College and Career Ready Graduates													
2015-16	75.9%	58.8%	**64.3%**	50.0%	64.2%	66.0%	40.0%	77.8%	-	*	41.7%	61.5%	25.0%
2014-15	74.5%	62.2%	**59.3%**	50.0%	57.7%	61.1%	*	95.0%	-	*	36.1%	56.5%	23.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	25.9%	**34.1%**	25.0%	33.5%	40.0%	60.0%	29.6%	-	*	13.9%	30.5%	6.8%
2014-15	10.6%	16.8%	**19.7%**	11.5%	19.5%	23.0%	*	20.0%	-	*	2.8%	19.1%	0.0%
Mathematics													
2015-16	18.1%	22.4%	**31.1%**	9.4%	32.0%	32.0%	0.0%	37.0%	-	*	8.3%	29.5%	20.5%
2014-15	7.1%	10.3%	**14.8%**	7.7%	14.8%	15.0%	*	25.0%	-	*	0.0%	15.8%	5.9%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	39.1%	**39.1%**	25.0%	37.1%	45.0%	20.0%	70.4%	-	*	2.8%	34.9%	9.1%
2014-15	48.1%	37.8%	**34.5%**	30.8%	32.6%	34.5%	*	80.0%	-	*	2.8%	34.2%	5.9%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	5.1%	**6.3%**	6.3%	5.5%	8.0%	0.0%	14.8%	-	*	0.0%	5.4%	0.0%
2014-15	10.6%	4.7%	**5.0%**	7.7%	5.1%	4.4%	*	5.0%	-	*	0.0%	4.8%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	35.9%	**37.3%**	18.8%	35.5%	47.0%	0.0%	66.7%	-	*	8.3%	34.1%	13.6%
2014-15	43.4%	35.7%	**31.4%**	26.9%	29.2%	31.9%	*	85.0%	-	*	2.8%	30.7%	2.9%
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	28.2%	**32.9%**	21.9%	35.5%	24.0%	40.0%	22.2%	-	*	36.1%	35.6%	13.6%
2014-15	46.6%	36.5%	**38.4%**	34.6%	38.2%	38.1%	*	55.0%	-	*	33.3%	37.7%	17.6%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	24.1%	**23.9%**	7.1%	22.5%	27.3%	0.0%	67.4%	*	44.4%	n/a	21.3%	n/a
2015	24.9%	23.1%	**21.1%**	11.3%	19.7%	22.2%	20.0%	58.3%	-	33.3%	n/a	18.6%	n/a
English Language Arts													
2016	15.5%	14.0%	**11.5%**	2.9%	9.8%	17.2%	0.0%	34.8%	*	44.4%	n/a	9.1%	n/a
2015	15.1%	14.2%	**10.0%**	4.8%	8.5%	13.0%	0.0%	35.4%	-	33.3%	n/a	7.8%	n/a
Mathematics													
2016	6.8%	6.8%	**4.3%**	1.4%	3.9%	3.1%	0.0%	26.1%	*	11.1%	n/a	4.1%	n/a
2015	6.8%	6.9%	**4.5%**	0.0%	4.0%	4.2%	0.0%	22.9%	-	16.7%	n/a	3.5%	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Science													
2016	10.4%	13.4%	**13.6%**	5.7%	12.0%	15.9%	0.0%	52.2%	*	44.4%	n/a	11.6%	n/a
2015	10.2%	12.8%	**13.1%**	6.5%	12.2%	13.9%	0.0%	35.4%	-	33.3%	n/a	11.4%	n/a
Social Studies													
2016	14.8%	14.0%	**13.6%**	4.3%	12.5%	15.0%	0.0%	47.8%	*	33.3%	n/a	12.1%	n/a
2015	14.4%	13.9%	**12.8%**	6.5%	11.4%	14.4%	0.0%	45.8%	-	33.3%	n/a	11.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	37.5%	**44.1%**	60.0%	42.9%	43.5%	-	51.6%	-	*	n/a	45.4%	n/a
2015	49.1%	40.1%	**40.7%**	28.6%	39.3%	41.7%	*	50.0%	-	*	n/a	43.8%	n/a
English Language Arts													
2016	43.3%	25.1%	**34.8%**	*	33.3%	35.9%	-	37.5%	-	*	n/a	31.0%	n/a
2015	43.7%	26.6%	**37.8%**	*	32.3%	50.0%	-	47.1%	-	*	n/a	34.3%	n/a
Mathematics													
2016	54.0%	48.8%	**38.8%**	*	26.1%	71.4%	-	58.3%	-	*	n/a	34.2%	n/a
2015	51.7%	49.3%	**32.8%**	-	23.3%	44.4%	-	63.6%	-	*	n/a	30.0%	n/a
Science													
2016	35.1%	15.8%	**19.4%**	*	17.5%	27.8%	-	16.7%	-	*	n/a	17.8%	n/a
2015	35.4%	19.3%	**22.6%**	*	18.8%	33.3%	-	35.3%	-	*	n/a	20.4%	n/a
Social Studies													
2016	41.6%	27.3%	**33.6%**	*	28.2%	41.2%	-	50.0%	-	*	n/a	33.3%	n/a
2015	40.1%	27.0%	**31.7%**	*	27.4%	45.2%	-	36.4%	-	*	n/a	29.5%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	54.1%	**53.5%**	56.3%	50.5%	57.0%	40.0%	88.9%	-	*	n/a	51.4%	n/a
Class of 2015	68.3%	53.5%	**59.0%**	50.0%	57.3%	62.8%	*	90.0%	-	*	n/a	57.8%	n/a
At/Above Criterion													
Class of 2016	22.5%	12.1%	**13.5%**	5.6%	10.8%	26.3%	*	20.8%	-	20.0%	n/a	10.6%	n/a
Class of 2015	24.3%	12.4%	**12.8%**	7.7%	9.5%	18.3%	-	44.4%	-	*	n/a	8.8%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1298	**1344**	1302	1319	1452	*	1400	-	1494	n/a	1309	n/a
Class of 2015	1394	1316	**1344**	1319	1313	1435	-	1477	-	*	n/a	1301	n/a
English Language Arts and Writing													
Class of 2016	903	845	**876**	868	860	957	*	859	-	1004	n/a	849	n/a
Class of 2015	912	857	**878**	875	858	943	-	944	-	*	n/a	849	n/a
Mathematics													
Class of 2016	472	452	**465**	438	456	496	*	520	-	502	n/a	456	n/a
Class of 2015	482	459	**466**	444	455	493	-	533	-	*	n/a	452	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average ACT Score													
All Subjects													
Class of 2016	20.3	18.9	**19.9**	*	19.1	23.8	-	20.3	-	-	n/a	18.9	n/a
Class of 2015	20.6	19.2	**19.5**	*	19.0	*	-	*	-	-	n/a	18.4	n/a
English Language Arts													
Class of 2016	19.8	18.1	**19.1**	*	18.2	23.0	-	20.1	-	-	n/a	17.8	n/a
Class of 2015	20.1	18.3	**18.8**	*	18.1	*	-	*	-	-	n/a	17.7	n/a
Mathematics													
Class of 2016	20.5	19.7	**20.8**	*	20.3	24.2	-	21.3	-	-	n/a	20.3	n/a
Class of 2015	20.9	20.1	**20.4**	*	20.1	*	-	*	-	-	n/a	19.3	n/a
Science													
Class of 2016	20.5	19.3	**20.0**	*	19.3	24.2	-	19.5	-	-	n/a	19.0	n/a
Class of 2015	20.7	19.5	**19.3**	*	19.0	*	-	*	-	-	n/a	18.6	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	**61.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	**65.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	**48.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	**76.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	3,384	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	962	28.4%	8.2%	8.1%
Grade 10	791	23.4%	7.4%	7.4%
Grade 11	852	25.2%	7.2%	6.8%
Grade 12	779	23.0%	6.4%	6.2%
Ethnic Distribution:				
African American	162	4.8%	7.6%	12.6%
Hispanic	2,696	79.7%	82.7%	52.4%
White	369	10.9%	5.9%	28.1%
American Indian	11	0.3%	0.1%	0.4%
Asian	113	3.3%	3.0%	4.2%
Pacific Islander	2	0.1%	0.1%	0.1%
Two or More Races	31	0.9%	0.7%	2.2%
Economically Disadvantaged	2,105	62.2%	77.8%	59.0%
Non-Educationally Disadvantaged	1,279	37.8%	22.2%	41.0%
English Language Learners (ELL)	371	11.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	43	1.3%	1.1%	1.4%
At-Risk	1,532	45.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	283			
By Type of Primary Disability				
Students with Intellectual Disabilities	171	60.4%	47.0%	44.5%
Students with Physical Disabilities	5	1.8%	16.5%	21.9%
Students with Autism	40	14.1%	19.1%	12.5%
Students with Behavioral Disabilities	67	23.7%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

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Texas Academic Performance Report
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Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	332	9.8%	15.5%	16.2%
By Ethnicity:				
African American	41	1.2%		
Hispanic	231	6.8%		
White	51	1.5%		
American Indian	3	0.1%		
Asian	4	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.1%		
Graduates (Class of 2016):				
Total Graduates	718	100.0%	3,396	324,311
By Ethnicity (incl. Special Ed.):				
African American	32	4.5%	251	41,084
Hispanic	550	76.6%	2,725	157,633
White	100	13.9%	252	104,551
American Indian	5	0.7%	8	1,280
Asian	27	3.8%	131	13,481
Pacific Islander	0	0.0%	3	449
Two or More Races	4	0.6%	26	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	112	15.6%	672	42,804
Recommended H.S. Program/DAP	606	84.4%	2,723	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	1	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	36	5.0%	213	23,325

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Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	11.4	12.1	16.8
Foreign Languages	14.1	14.1	18.7
Mathematics	11.7	12.6	18.0
Science	12.5	13.1	19.0
Social Studies	11.8	12.8	19.4

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Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	257.2	100.0%	100.0%	100.0%
Professional Staff:	236.2	91.9%	60.0%	64.0%
Teachers	204.9	79.7%	47.3%	50.0%
Professional Support	23.3	9.1%	9.3%	10.0%
Campus Administration (School Leadership)	8.0	3.1%	2.4%	2.9%
Educational Aides:	21.0	8.1%	11.2%	9.6%
Total Minority Staff:	76.1	29.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	9.9	4.8%	9.4%	10.2%
Hispanic	45.2	22.1%	34.6%	26.6%
White	146.6	71.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.2	1.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	0.5%	1.1%	1.1%
Males	77.5	37.8%	23.8%	23.7%
Females	127.4	62.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	5.7	2.8%	1.0%	1.2%
Bachelors	138.7	67.7%	78.0%	74.5%
Masters	55.1	26.9%	20.0%	23.6%
Doctorate	5.4	2.6%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.4	3.1%	7.3%	7.8%
1-5 Years Experience	62.9	30.7%	35.5%	28.0%
6-10 Years Experience	61.2	29.9%	23.5%	20.9%
11-20 Years Experience	45.1	22.0%	23.9%	27.8%
Over 20 Years Experience	29.3	14.3%	9.9%	15.5%
Number of Students per Teacher	16.5	n/a	14.6	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	17.1	15.3	15.7
Average Years Experience of Assistant Principals with District	16.0	13.7	10.1
Average Years Experience of Teachers:	10.2	9.2	10.9
Average Years Experience of Teachers with District:	6.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,700	$50,819	$46,199
1-5 Years Experience	$52,495	$52,776	$48,779
6-10 Years Experience	$54,924	$54,387	$51,184
11-20 Years Experience	$56,467	$54,825	$54,396
Over 20 Years Experience	$63,534	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,586	$54,351	$52,525
Professional Support	$68,994	$70,369	$61,728
Campus Administration (School Leadership)	$91,721	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	468	13.8%	28.2%	18.8%
Career & Technical Education	2,392	70.7%	19.9%	25.0%
Gifted & Talented Education	235	6.9%	5.0%	7.8%
Special Education	283	8.4%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	0.8%	15.3%	6.0%
Career & Technical Education	27.4	13.4%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	132.2	64.5%	62.9%	72.8%
Special Education	25.7	12.6%	13.3%	8.6%
Other	17.9	8.7%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THE SUMMIT (HIGH SCHOOL)**

Campus Number: **101917014**

2017 Accountability Rating: **Not Rated**

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District Name: PASADENA ISD
Campus Name: THE SUMMIT (HIGH SCHOOL)
Campus Number: 101917014

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 106
Grade Span: 09 - 12
School Type: High School

There is no assessment data for this campus.

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**71.3%**	73.1%	71.1%	70.3%	-	*	-	*	71.8%	71.1%	73.7%
2014-15	95.7%	95.3%	**79.4%**	78.9%	79.1%	79.5%	-	*	-	*	76.5%	79.4%	76.8%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.8%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2014-15	2.1%	1.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	89.4%	*	-	*	-	-	-	-	-	-	*	-
Received GED	0.6%	0.6%	*	-	*	-	-	-	-	-	-	*	-
Continued HS	4.1%	3.6%	*	-	*	-	-	-	-	-	-	*	-
Dropped Out	6.3%	6.5%	*	-	*	-	-	-	-	-	-	*	-
Graduates and GED	89.6%	89.9%	*	-	*	-	-	-	-	-	-	*	-
Grads, GED, & Cont	93.7%	93.5%	*	-	*	-	-	-	-	-	-	*	-
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	46.7%	**0.0%**	0.0%	0.0%	*	-	*	-	-	0.0%	0.0%	*
2014-15	54.5%	41.9%	**6.7%**	5.3%	4.8%	20.0%	-	*	-	-	0.0%	0.0%	0.0%
English Language Arts													
2015-16	30.1%	21.0%	**0.0%**	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%	*
2014-15	29.0%	18.8%	**0.0%**	0.0%	0.0%	*	-	*	-	-	*	0.0%	0.0%
Mathematics													
2015-16	43.1%	37.6%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	*
2014-15	43.8%	32.4%	**14.0%**	16.7%	9.1%	*	-	*	-	-	*	0.0%	*
Science													
2015-16	12.2%	8.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	*
2014-15	12.7%	8.9%	**0.0%**	0.0%	0.0%	*	-	*	-	-	*	0.0%	0.0%
Social Studies													
2015-16	29.0%	23.1%	**0.0%**	0.0%	0.0%	*	-	-	-	-	0.0%	0.0%	*
2014-15	28.4%	21.7%	**0.0%**	0.0%	0.0%	*	-	*	-	-	0.0%	0.0%	*
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2014-15	34.6%	27.7%	**2.1%**	2.7%	1.4%	5.0%	*	*	-	*	0.0%	0.0%	0.0%
English Language Arts													
2015-16	16.2%	11.3%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2014-15	15.7%	9.9%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2015-16	19.3%	16.4%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2014-15	19.4%	14.0%	**3.3%**	5.3%	2.1%	7.1%	-	*	-	*	0.0%	0.0%	0.0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	3.8%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2014-15	5.2%	4.5%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Social Studies													
2015-16	20.8%	18.6%	**0.0%**	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2014-15	19.5%	19.6%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	57.1%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	58.4%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	41.7%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	63.2%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	106	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	40	37.7%	8.2%	8.1%
Grade 10	25	23.6%	7.4%	7.4%
Grade 11	28	26.4%	7.2%	6.8%
Grade 12	13	12.3%	6.4%	6.2%
Ethnic Distribution:				
African American	12	11.3%	7.6%	12.6%
Hispanic	84	79.2%	82.7%	52.4%
White	9	8.5%	5.9%	28.1%
American Indian	1	0.9%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	88	83.0%	77.8%	59.0%
Non-Educationally Disadvantaged	18	17.0%	22.2%	41.0%
English Language Learners (ELL)	17	16.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	105	30.8%	1.1%	1.4%
At-Risk	96	90.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	17			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	82.4%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	0	0.0%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	340	99.7%	15.5%	16.2%
By Ethnicity:				
African American	54	15.8%		
Hispanic	253	74.2%		
White	30	8.8%		
American Indian	0	0.0%		
Asian	2	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	4.7	12.1	16.8
Foreign Languages	2.0	14.1	18.7
Mathematics	3.9	12.6	18.0
Science	1.8	13.1	19.0
Social Studies	1.0	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	29.4	100.0%	100.0%	100.0%
Professional Staff:	21.5	73.1%	60.0%	64.0%
Teachers	14.5	49.3%	47.3%	50.0%
Professional Support	4.0	13.6%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	10.2%	2.4%	2.9%
Educational Aides:	7.9	26.9%	11.2%	9.6%
Total Minority Staff:	15.6	53.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.7	32.4%	9.4%	10.2%
Hispanic	1.0	6.9%	34.6%	26.6%
White	7.8	53.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	6.9%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.8	67.6%	23.8%	23.7%
Females	4.7	32.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	6.0	41.4%	78.0%	74.5%
Masters	7.5	51.7%	20.0%	23.6%
Doctorate	1.0	6.9%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.3%	7.8%
1-5 Years Experience	4.7	32.4%	35.5%	28.0%
6-10 Years Experience	5.0	34.5%	23.5%	20.9%
11-20 Years Experience	2.2	14.9%	23.9%	27.8%
Over 20 Years Experience	2.6	18.1%	9.9%	15.5%
Number of Students per Teacher	7.3	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	20.4	19.5
Average Years Experience of Principals with District	9.0	19.3	12.2
Average Years Experience of Assistant Principals	14.0	15.3	15.7
Average Years Experience of Assistant Principals with District	10.5	13.7	10.1
Average Years Experience of Teachers:	11.7	9.2	10.9
Average Years Experience of Teachers with District:	7.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,819	$46,199
1-5 Years Experience	$52,511	$52,776	$48,779
6-10 Years Experience	$54,105	$54,387	$51,184
11-20 Years Experience	$57,373	$54,825	$54,396
Over 20 Years Experience	$65,874	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,211	$54,351	$52,525
Professional Support	$59,099	$70,369	$61,728
Campus Administration (School Leadership)	$87,426	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	15	14.2%	28.2%	18.8%
Career & Technical Education	44	41.5%	19.9%	25.0%
Gifted & Talented Education	3	2.8%	5.0%	7.8%
Special Education	17	16.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	1.0	6.9%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	8.2	56.9%	62.9%	72.8%
Special Education	5.2	36.2%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BEVERLY HILLS INT**

Campus Number: **101917041**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

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District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
Campus Number: 101917041

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 1,067
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**73%**	60%	73%	81%	*	91%	-	*	50%	70%	53%
	2016	71%	66%	**66%**	52%	66%	48%	-	90%	-	*	20%	63%	22%
Mathematics	2017	70%	70%	**73%**	63%	73%	80%	*	100%	-	*	54%	69%	68%
	2016	69%	63%	**67%**	54%	69%	69%	-	91%	-	*	39%	66%	53%
Writing	2017	70%	67%	**69%**	61%	68%	76%	*	93%	-	*	37%	63%	37%
	2016	69%	65%	**64%**	52%	64%	67%	-	78%	-	*	18%	61%	20%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**85%**	78%	86%	83%	*	94%	-	*	45%	85%	57%
	2016	87%	84%	**86%**	80%	86%	95%	-	96%	*	*	32%	85%	61%
Mathematics	2017	85%	89%	**90%**	83%	91%	92%	-	100%	-	*	66%	91%	85%
	2016	82%	87%	**89%**	86%	89%	95%	-	95%	*	*	36%	88%	76%
Science	2017	76%	76%	**76%**	67%	74%	82%	*	98%	-	*	45%	75%	54%
	2016	75%	75%	**77%**	70%	75%	86%	-	98%	*	*	34%	75%	49%
Social Studies	2017	63%	65%	**61%**	47%	59%	65%	*	91%	-	*	34%	58%	24%
	2016	63%	63%	**58%**	41%	57%	90%	-	91%	*	*	22%	53%	29%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	100%	100%	*	*	100%	-	*	-	100%	*
	2016	78%	75%	**100%**	100%	100%	*	-	100%	-	*	-	100%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**76%**	66%	76%	80%	100%	95%	-	78%	47%	74%	54%
	2016	75%	72%	**74%**	64%	73%	80%	-	92%	*	75%	28%	71%	44%
Reading	2017	72%	67%	**79%**	69%	80%	82%	*	93%	-	80%	47%	78%	55%
	2016	73%	68%	**77%**	68%	77%	71%	-	93%	*	83%	25%	74%	41%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**84%**	75%	84%	88%	*	100%	-	80%	60%	83%	76%
	2016	76%	76%	**82%**	74%	82%	86%	-	96%	*	*	38%	80%	65%
Writing	2017	67%	66%	**69%**	61%	68%	76%	*	93%	-	*	37%	63%	37%
	2016	69%	68%	**64%**	52%	64%	67%	-	78%	-	*	18%	61%	20%
Science	2017	79%	76%	**76%**	67%	74%	82%	*	98%	-	*	45%	75%	54%
	2016	79%	76%	**77%**	70%	75%	86%	-	98%	*	*	34%	75%	49%
Social Studies	2017	77%	79%	**61%**	47%	59%	65%	*	91%	-	*	34%	58%	24%
	2016	77%	76%	**58%**	41%	57%	90%	-	91%	*	*	22%	53%	29%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	35%	39%	55%	*	83%	-	*	30%	39%	13%
	2016	45%	39%	**39%**	23%	37%	52%	-	81%	*	*	*	35%	*
Reading	2017	48%	41%	**40%**	34%	37%	36%	*	73%	-	*	30%	36%	7%
	2016	46%	38%	**37%**	24%	36%	48%	-	69%	*	*	*	33%	*
Mathematics	2017	48%	41%	**49%**	41%	46%	60%	*	86%	-	*	36%	47%	32%
	2016	43%	38%	**46%**	34%	43%	55%	-	88%	*	*	8%	43%	22%
Writing	2017	38%	33%	**33%**	25%	30%	43%	*	64%	-	*	31%	26%	11%
	2016	41%	36%	**31%**	22%	29%	33%	-	63%	-	*	*	28%	*
Science	2017	52%	47%	**48%**	33%	46%	50%	*	88%	-	*	31%	45%	19%
	2016	47%	43%	**42%**	21%	41%	67%	-	90%	*	*	*	37%	*
Social Studies	2017	51%	53%	**30%**	17%	27%	26%	*	69%	-	*	31%	27%	*
	2016	47%	47%	**23%**	7%	21%	24%	-	78%	*	*	*	18%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	9%	13%	12%	*	51%	-	25%	5%	15%	5%
	2016	18%	14%	**15%**	6%	12%	17%	-	50%	*	40%	*	12%	9%

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
Campus Number: 101917041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 1,067
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**18%**	12%	14%	11%	*	52%	-	*	5%	16%	6%
	2016	17%	12%	**14%**	8%	11%	19%	-	40%	*	*	*	10%	*
Mathematics	2017	23%	17%	**21%**	11%	18%	21%	*	62%	-	*	8%	20%	9%
	2016	19%	14%	**18%**	5%	15%	14%	-	65%	*	*	*	16%	18%
Writing	2017	12%	8%	**7%**	5%	5%	*	*	27%	-	*	*	5%	*
	2016	15%	12%	**7%**	*	5%	*	-	25%	-	*	*	7%	*
Science	2017	19%	15%	**16%**	6%	13%	*	*	56%	-	*	*	15%	*
	2016	16%	13%	**18%**	7%	14%	29%	-	61%	*	*	*	14%	14%
Social Studies	2017	27%	26%	**16%**	9%	13%	*	*	44%	-	*	*	14%	*
	2016	22%	21%	**13%**	*	9%	*	-	55%	*	*	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**70%**	71%	68%	64%	*	79%	-	*	73%	69%	67%
	2016	62%	62%	**72%**	70%	72%	63%	-	84%	*	*	62%	73%	72%
Reading	2017	59%	57%	**66%**	65%	66%	55%	*	72%	-	*	73%	65%	66%
	2016	60%	61%	**66%**	60%	66%	63%	-	77%	*	*	67%	66%	62%
Mathematics	2017	64%	59%	**73%**	76%	71%	74%	*	86%	-	*	73%	74%	68%
	2016	63%	63%	**78%**	79%	78%	62%	-	91%	*	*	*	79%	82%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**21%**	17%	18%	26%	*	40%	-	*	16%	20%	17%
	2016	17%	16%	**19%**	14%	17%	17%	-	37%	*	*	9%	17%	18%
Reading	2017	17%	16%	**21%**	20%	19%	30%	*	32%	-	*	25%	21%	19%
	2016	16%	16%	**20%**	18%	19%	17%	-	28%	*	*	12%	19%	19%
Mathematics	2017	20%	16%	**20%**	13%	18%	23%	*	48%	-	*	7%	19%	15%
	2016	17%	15%	**18%**	11%	16%	17%	-	47%	*	*	*	15%	18%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**49%**	41%	50%	59%	-	50%	-	*	32%	46%	42%
	2016	35%	35%	**41%**	42%	40%	*	-	57%	-	*	9%	40%	31%
Mathematics	2017	43%	44%	**54%**	45%	58%	*	-	*	-	*	33%	52%	51%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**73%**	66%	73%	73%	*	85%	-	*	21%	73%	34%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**27%**	34%	27%	27%	*	15%	-	*	79%	27%	66%
STAAR Cumulative Met Standard														
	2017	85%	82%	**84%**	78%	86%	83%	*	91%	-	*	29%	84%	53%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**82%**	73%	83%	83%	-	96%	-	*	43%	81%	75%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**18%**	27%	17%	*	-	*	-	*	57%	19%	25%
STAAR Cumulative Met Standard														
	2017	85%	89%	**90%**	83%	91%	92%	-	98%	-	*	57%	91%	83%

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
Campus Number: 101917041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,067
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	-	-	-	-	-	56%	-	56%	47%	56%	54%
	2016	75%	72%	**74%**	-	-	-	-	-	49%	-	49%	27%	49%	44%
Reading	2017	72%	67%	**79%**	-	-	-	-	-	57%	-	57%	48%	57%	55%
	2016	73%	68%	**77%**	-	-	-	-	-	45%	-	45%	*	45%	41%
Mathematics	2017	79%	77%	**84%**	-	-	-	-	-	77%	-	77%	71%	77%	76%
	2016	76%	76%	**82%**	-	-	-	-	-	68%	-	68%	53%	68%	65%
Writing	2017	67%	66%	**69%**	-	-	-	-	-	42%	-	42%	*	42%	37%
	2016	69%	68%	**64%**	-	-	-	-	-	22%	-	22%	*	22%	20%
Science	2017	79%	76%	**76%**	-	-	-	-	-	53%	-	53%	*	53%	54%
	2016	79%	76%	**77%**	-	-	-	-	-	59%	-	59%	*	59%	49%
Social Studies	2017	77%	79%	**61%**	-	-	-	-	-	26%	-	26%	*	26%	24%
	2016	77%	76%	**58%**	-	-	-	-	-	34%	-	34%	*	34%	29%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	-	-	-	-	-	13%	-	13%	*	13%	13%
	2016	45%	39%	**39%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	41%	**40%**	-	-	-	-	-	9%	-	9%	*	9%	7%
	2016	46%	38%	**37%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	41%	**49%**	-	-	-	-	-	30%	-	30%	38%	30%	32%
	2016	43%	38%	**46%**	-	-	-	-	-	23%	-	23%	*	23%	22%
Writing	2017	38%	33%	**33%**	-	-	-	-	-	12%	-	12%	*	12%	11%
	2016	41%	36%	**31%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**48%**	-	-	-	-	-	*	-	*	*	*	19%
	2016	47%	43%	**42%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	51%	53%	**30%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**23%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
Campus Number: 101917041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,067
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	-	-	-	-	-	6%	-	6%	*	6%	5%
	2016	18%	14%	**15%**	-	-	-	-	-	12%	-	12%	*	12%	9%
Reading	2017	19%	14%	**18%**	-	-	-	-	-	7%	-	7%	*	7%	6%
	2016	17%	12%	**14%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**21%**	-	-	-	-	-	8%	-	8%	*	8%	9%
	2016	19%	14%	**18%**	-	-	-	-	-	24%	-	24%	*	24%	18%
Writing	2017	12%	8%	**7%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**7%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**16%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**18%**	-	-	-	-	-	18%	-	18%	*	18%	14%
Social Studies	2017	27%	26%	**16%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**13%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**70%**	-	-	-	-	-	66%	-	66%	73%	66%	67%
	2016	62%	62%	**72%**	-	-	-	-	-	72%	-	72%	68%	72%	71%
Reading	2017	59%	57%	**66%**	-	-	-	-	-	66%	-	66%	70%	66%	67%
	2016	60%	61%	**66%**	-	-	-	-	-	63%	-	63%	*	63%	62%
Mathematics	2017	64%	59%	**73%**	-	-	-	-	-	66%	-	66%	*	66%	68%
	2016	63%	63%	**78%**	-	-	-	-	-	81%	-	81%	*	81%	80%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**21%**	-	-	-	-	-	18%	-	18%	18%	18%	18%
	2016	17%	16%	**19%**	-	-	-	-	-	21%	-	21%	15%	21%	20%
Reading	2017	17%	16%	**21%**	-	-	-	-	-	20%	-	20%	30%	20%	22%
	2016	16%	16%	**20%**	-	-	-	-	-	21%	-	21%	*	21%	21%

District Name: PASADENA ISD
Campus Name: BEVERLY HILLS INT
Campus Number: 101917041

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 1,067
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**20%**	-	-	-	-	-	16%	-	16%	*	16%	14%
	2016	17%	15%	**18%**	-	-	-	-	-	22%	-	22%	*	22%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**49%**	-	-	-	-	-	41%	-	41%	44%	41%	42%
	2016	35%	35%	**41%**	-	-	-	-	-	34%	-	34%	*	34%	31%
Mathematics	2017	43%	44%	**54%**	-	-	-	-	-	55%	-	55%	*	55%	51%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	92%	96%	89%	100%	95%	-	100%	96%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**4%**	8%	3%	10%	0%	1%	-	0%	3%	4%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	0%	4%	-	0%	1%	1%	7%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	93%	95%	88%	-	97%	*	100%	91%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**5%**	7%	4%	13%	-	1%	*	0%	6%	4%	7%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	1%	*	0%	1%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	94.8%	96.2%	95.1%	-	98.8%	*	96.6%	94.6%	96.1%	97.0%
2014-15	95.7%	95.3%	**96.3%**	95.4%	96.3%	95.8%	*	99.0%	*	93.5%	94.7%	96.0%	96.6%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.2%**	0.5%	0.1%	0.0%	-	0.0%	*	0.0%	0.0%	0.3%	0.0%
2014-15	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	1,067	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	548	51.4%	7.2%	7.4%
Grade 8	519	48.6%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	195	18.3%	7.6%	12.6%
Hispanic	710	66.5%	82.7%	52.4%
White	48	4.5%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	103	9.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	10	0.9%	0.7%	2.2%
Economically Disadvantaged	721	67.6%	77.8%	59.0%
Non-Educationally Disadvantaged	346	32.4%	22.2%	41.0%
English Language Learners (ELL)	114	10.7%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	17	1.6%	1.1%	1.4%
At-Risk	508	47.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	109			
By Type of Primary Disability				
Students with Intellectual Disabilities	74	67.9%	47.0%	44.5%
Students with Physical Disabilities	5	4.6%	16.5%	21.9%
Students with Autism	22	20.2%	19.1%	12.5%
Students with Behavioral Disabilities	8	7.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	117	10.7%	15.5%	16.2%
By Ethnicity:				
African American	36	3.3%		
Hispanic	63	5.8%		
White	13	1.2%		
American Indian	0	0.0%		
Asian	2	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.0%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	15.6	12.1	16.8
Foreign Languages	17.2	14.1	18.7
Mathematics	17.1	12.6	18.0
Science	16.6	13.1	19.0
Social Studies	17.5	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	90.7	100.0%	100.0%	100.0%
Professional Staff:	79.7	87.8%	60.0%	64.0%
Teachers	69.0	76.0%	47.3%	50.0%
Professional Support	6.7	7.4%	9.3%	10.0%
Campus Administration (School Leadership)	4.0	4.4%	2.4%	2.9%
Educational Aides:	11.1	12.2%	11.2%	9.6%
Total Minority Staff:	35.2	38.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	12.0	17.4%	9.4%	10.2%
Hispanic	12.4	17.9%	34.6%	26.6%
White	40.6	58.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	2.9%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	2.9%	1.1%	1.1%
Males	25.1	36.3%	23.8%	23.7%
Females	43.9	63.7%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	57.7	83.7%	78.0%	74.5%
Masters	9.3	13.4%	20.0%	23.6%
Doctorate	2.0	2.9%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.2	7.5%	7.3%	7.8%
1-5 Years Experience	22.3	32.3%	35.5%	28.0%
6-10 Years Experience	15.4	22.3%	23.5%	20.9%
11-20 Years Experience	15.1	21.8%	23.9%	27.8%
Over 20 Years Experience	11.1	16.0%	9.9%	15.5%
Number of Students per Teacher	15.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	20.4	19.5
Average Years Experience of Principals with District	17.0	19.3	12.2
Average Years Experience of Assistant Principals	11.3	15.3	15.7
Average Years Experience of Assistant Principals with District	9.3	13.7	10.1
Average Years Experience of Teachers:	9.8	9.2	10.9
Average Years Experience of Teachers with District:	7.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,954	$50,819	$46,199
1-5 Years Experience	$52,352	$52,776	$48,779
6-10 Years Experience	$55,747	$54,387	$51,184
11-20 Years Experience	$51,145	$54,825	$54,396
Over 20 Years Experience	$59,617	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,831	$54,351	$52,525
Professional Support	$61,509	$70,369	$61,728
Campus Administration (School Leadership)	$82,626	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	95	8.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	60	5.6%	5.0%	7.8%
Special Education	109	10.2%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	4.1	5.9%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	9.9	14.4%	2.3%	1.9%
Regular Education	40.2	58.3%	62.9%	72.8%
Special Education	14.8	21.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JACKSON INT**

Campus Number: **101917042**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Student Progress

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**64%**	78%	64%	75%	-	-	-	*	48%	64%	34%
	2016	71%	66%	**64%**	*	63%	92%	-	-	-	-	27%	63%	35%
Mathematics	2017	70%	70%	**56%**	78%	55%	75%	-	-	-	*	52%	55%	35%
	2016	69%	63%	**61%**	*	61%	70%	-	-	-	-	30%	62%	40%
Writing	2017	70%	67%	**58%**	78%	57%	63%	-	-	-	*	39%	57%	33%
	2016	69%	65%	**62%**	*	62%	75%	-	-	-	-	33%	61%	36%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**82%**	*	82%	91%	-	-	-	-	34%	82%	58%
	2016	87%	84%	**78%**	*	78%	100%	*	*	-	-	14%	77%	50%
Mathematics	2017	85%	89%	**89%**	*	89%	90%	-	-	-	-	69%	90%	80%
	2016	82%	87%	**90%**	*	90%	88%	*	*	-	-	49%	89%	81%
Science	2017	76%	76%	**73%**	*	73%	82%	-	-	-	-	38%	73%	48%
	2016	75%	75%	**70%**	*	69%	100%	*	*	-	-	17%	69%	45%
Social Studies	2017	63%	65%	**53%**	*	52%	80%	-	-	-	-	32%	52%	24%
	2016	63%	63%	**54%**	*	53%	83%	*	*	-	-	15%	54%	30%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	*	100%	*	-	-	-	-	-	100%	-
	2016	78%	75%	**100%**	-	100%	-	-	*	-	-	-	100%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**68%**	68%	68%	81%	-	-	-	*	45%	68%	44%
	2016	75%	72%	**69%**	54%	69%	85%	100%	*	-	-	26%	68%	45%
Reading	2017	72%	67%	**73%**	71%	73%	84%	-	-	-	*	43%	73%	45%
	2016	73%	68%	**71%**	*	71%	94%	*	*	-	-	20%	70%	42%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**75%**	79%	74%	84%	-	-	-	*	59%	74%	56%
	2016	76%	76%	**77%**	*	77%	78%	*	*	-	-	40%	77%	58%
Writing	2017	67%	66%	**58%**	78%	57%	63%	-	-	-	*	39%	57%	33%
	2016	69%	68%	**62%**	*	62%	75%	-	-	-	-	33%	61%	36%
Science	2017	79%	76%	**73%**	*	73%	82%	-	-	-	-	38%	73%	48%
	2016	79%	76%	**70%**	*	69%	100%	*	*	-	-	17%	69%	45%
Social Studies	2017	77%	79%	**53%**	*	52%	80%	-	-	-	-	32%	52%	24%
	2016	77%	76%	**54%**	*	53%	83%	*	*	-	-	15%	54%	30%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**37%**	50%	37%	61%	-	-	-	*	31%	37%	9%
	2016	45%	39%	**37%**	*	36%	56%	*	*	-	-	*	36%	5%
Reading	2017	48%	41%	**34%**	*	33%	61%	-	-	-	*	32%	33%	5%
	2016	46%	38%	**31%**	*	31%	63%	*	*	-	-	*	30%	4%
Mathematics	2017	48%	41%	**46%**	50%	45%	67%	-	-	-	*	35%	45%	21%
	2016	43%	38%	**46%**	*	46%	56%	*	*	-	-	*	45%	21%
Writing	2017	38%	33%	**29%**	56%	28%	*	-	-	-	*	30%	28%	*
	2016	41%	36%	**28%**	*	29%	*	-	-	-	-	*	26%	6%
Science	2017	52%	47%	**46%**	*	45%	55%	-	-	-	-	24%	46%	20%
	2016	47%	43%	**39%**	*	38%	*	*	*	-	-	*	37%	11%
Social Studies	2017	51%	53%	**21%**	*	20%	*	-	-	-	-	25%	20%	*
	2016	47%	47%	**20%**	*	19%	*	*	*	-	-	*	19%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**12%**	19%	11%	21%	-	-	-	*	15%	11%	2%
	2016	18%	14%	**12%**	*	12%	20%	*	*	-	-	4%	12%	2%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**13%**	*	13%	26%	-	-	-	*	15%	12%	*
	2016	17%	12%	**11%**	*	10%	33%	*	*	-	-	*	11%	*
Mathematics	2017	23%	17%	**16%**	*	15%	26%	-	-	-	*	21%	16%	4%
	2016	19%	14%	**16%**	*	16%	*	*	*	-	-	*	16%	4%
Writing	2017	12%	8%	**4%**	*	4%	*	-	-	-	*	*	4%	*
	2016	15%	12%	**7%**	*	7%	*	-	-	-	-	*	6%	*
Science	2017	19%	15%	**13%**	*	12%	*	-	-	-	-	*	13%	6%
	2016	16%	13%	**17%**	*	16%	*	*	*	-	-	*	17%	*
Social Studies	2017	27%	26%	**8%**	*	8%	*	-	-	-	-	*	8%	*
	2016	22%	21%	**10%**	*	10%	*	*	*	-	-	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**72%**	82%	72%	74%	-	-	-	*	76%	72%	71%
	2016	62%	62%	**77%**	*	77%	81%	*	*	-	-	63%	76%	73%
Reading	2017	59%	57%	**68%**	*	68%	*	-	-	-	*	74%	68%	67%
	2016	60%	61%	**69%**	*	68%	83%	*	*	-	-	62%	68%	67%
Mathematics	2017	64%	59%	**76%**	*	76%	*	-	-	-	*	78%	75%	76%
	2016	63%	63%	**85%**	*	85%	78%	*	*	-	-	64%	85%	78%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**22%**	25%	22%	18%	-	-	-	*	21%	22%	20%
	2016	17%	16%	**23%**	*	23%	39%	*	*	-	-	10%	23%	23%
Reading	2017	17%	16%	**23%**	*	23%	*	-	-	-	*	26%	23%	22%
	2016	16%	16%	**21%**	*	20%	44%	*	*	-	-	11%	20%	25%
Mathematics	2017	20%	16%	**20%**	*	20%	*	-	-	-	*	15%	21%	19%
	2016	17%	15%	**25%**	*	25%	33%	*	*	-	-	9%	26%	20%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**43%**	*	43%	*	-	-	-	*	18%	43%	36%
	2016	35%	35%	**38%**	*	38%	83%	-	*	-	-	*	36%	31%
Mathematics	2017	43%	44%	**46%**	*	47%	*	-	-	-	*	39%	47%	41%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**67%**	*	67%	78%	-	-	-	-	*	67%	35%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**33%**	*	33%	*	-	-	-	-	86%	33%	65%
STAAR Cumulative Met Standard														
	2017	85%	82%	**81%**	*	82%	89%	-	-	-	-	*	81%	55%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**80%**	*	80%	75%	-	-	-	-	48%	80%	65%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**20%**	*	20%	*	-	-	-	-	52%	20%	35%
STAAR Cumulative Met Standard														
	2017	85%	89%	**89%**	*	89%	88%	-	-	-	-	62%	89%	79%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**68%**	-	-	-	-	-	43%	-	43%	56%	43%	44%
	2016	75%	72%	**69%**	-	-	-	-	-	45%	-	45%	44%	45%	45%
Reading	2017	72%	67%	**73%**	-	-	-	-	-	44%	-	44%	64%	44%	45%
	2016	73%	68%	**71%**	-	-	-	-	-	41%	-	41%	45%	41%	42%
Mathematics	2017	79%	77%	**75%**	-	-	-	-	-	56%	-	56%	64%	56%	56%
	2016	76%	76%	**77%**	-	-	-	-	-	58%	-	58%	58%	58%	58%
Writing	2017	67%	66%	**58%**	-	-	-	-	-	33%	-	33%	*	33%	33%
	2016	69%	68%	**62%**	-	-	-	-	-	37%	-	37%	*	37%	36%
Science	2017	79%	76%	**73%**	-	-	-	-	-	47%	-	47%	56%	47%	48%
	2016	79%	76%	**70%**	-	-	-	-	-	45%	-	45%	*	45%	45%
Social Studies	2017	77%	79%	**53%**	-	-	-	-	-	22%	-	22%	*	22%	24%
	2016	77%	76%	**54%**	-	-	-	-	-	30%	-	30%	*	30%	30%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**37%**	-	-	-	-	-	7%	-	7%	*	7%	9%
	2016	45%	39%	**37%**	-	-	-	-	-	5%	-	5%	*	5%	5%
Reading	2017	48%	41%	**34%**	-	-	-	-	-	4%	-	4%	*	4%	5%
	2016	46%	38%	**31%**	-	-	-	-	-	5%	-	5%	*	5%	4%
Mathematics	2017	48%	41%	**46%**	-	-	-	-	-	20%	-	20%	*	20%	21%
	2016	43%	38%	**46%**	-	-	-	-	-	21%	-	21%	26%	21%	21%
Writing	2017	38%	33%	**29%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**28%**	-	-	-	-	-	6%	-	6%	*	6%	6%
Science	2017	52%	47%	**46%**	-	-	-	-	-	17%	-	17%	*	17%	20%
	2016	47%	43%	**39%**	-	-	-	-	-	11%	-	11%	*	11%	11%
Social Studies	2017	51%	53%	**21%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**20%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**12%**	-	-	-	-	-	2%	-	2%	*	2%	2%
	2016	18%	14%	**12%**	-	-	-	-	-	1%	-	1%	*	1%	2%
Reading	2017	19%	14%	**13%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	**11%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**16%**	-	-	-	-	-	3%	-	3%	*	3%	4%
	2016	19%	14%	**16%**	-	-	-	-	-	4%	-	4%	*	4%	4%
Writing	2017	12%	8%	**4%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**7%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**13%**	-	-	-	-	-	*	-	*	*	*	6%
	2016	16%	13%	**17%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**8%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**10%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**72%**	-	-	-	-	-	69%	-	69%	77%	69%	69%
	2016	62%	62%	**77%**	-	-	-	-	-	73%	-	73%	65%	73%	72%
Reading	2017	59%	57%	**68%**	-	-	-	-	-	66%	-	66%	*	66%	66%
	2016	60%	61%	**69%**	-	-	-	-	-	69%	-	69%	58%	69%	68%
Mathematics	2017	64%	59%	**76%**	-	-	-	-	-	71%	-	71%	*	71%	72%
	2016	63%	63%	**85%**	-	-	-	-	-	77%	-	77%	*	77%	77%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**22%**	-	-	-	-	-	19%	-	19%	23%	19%	19%
	2016	17%	16%	**23%**	-	-	-	-	-	22%	-	22%	24%	22%	23%
Reading	2017	17%	16%	**23%**	-	-	-	-	-	22%	-	22%	*	22%	23%
	2016	16%	16%	**21%**	-	-	-	-	-	27%	-	27%	26%	27%	27%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**20%**	-	-	-	-	-	15%	-	15%	*	15%	15%
	2016	17%	15%	**25%**	-	-	-	-	-	17%	-	17%	*	17%	18%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**43%**	-	-	-	-	-	34%	-	34%	56%	34%	36%
	2016	35%	35%	**38%**	-	-	-	-	-	31%	-	31%	*	31%	31%
Mathematics	2017	43%	44%	**46%**	-	-	-	-	-	39%	-	39%	60%	39%	41%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 712
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	99%	*	-	-	100%	99%	99%	100%
Included in Accountability	94%	94%	**93%**	75%	94%	81%	*	-	-	100%	94%	94%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	25%	4%	18%	*	-	-	0%	5%	5%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	-	-	0%	0%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	-	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	*	-	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	98%	99%	100%	100%	100%	-	*	98%	99%	99%
Included in Accountability	94%	94%	**91%**	33%	92%	80%	100%	100%	-	*	88%	91%	89%
Not Included in Accountability													
Mobile	4%	4%	**7%**	65%	5%	20%	0%	0%	-	*	10%	7%	5%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	-	*	0%	2%	5%
Not Tested	1%	1%	**1%**	3%	1%	0%	0%	0%	-	*	2%	1%	1%
Absent	1%	1%	**1%**	3%	1%	0%	0%	0%	-	*	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**94.3%**	88.6%	94.5%	92.3%	*	*	*	*	92.3%	94.3%	93.9%
2014-15	95.7%	95.3%	**95.0%**	90.8%	95.2%	91.7%	*	*	*	*	92.8%	95.1%	94.4%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.5%**	0.0%	0.5%	0.0%	*	*	*	*	1.1%	0.5%	1.2%
2014-15	0.3%	0.3%	**0.6%**	9.1%	0.3%	6.5%	*	*	*	*	3.4%	0.7%	0.9%

District Name: PASADENA ISD
Campus Name: JACKSON INT
Campus Number: 101917042

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 712
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	712	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	366	51.4%	7.2%	7.4%
Grade 8	346	48.6%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	18	2.5%	7.6%	12.6%
Hispanic	672	94.4%	82.7%	52.4%
White	19	2.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	650	91.3%	77.8%	59.0%
Non-Educationally Disadvantaged	62	8.7%	22.2%	41.0%
English Language Learners (ELL)	217	30.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	30	3.7%	1.1%	1.4%
At-Risk	496	69.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	79			
By Type of Primary Disability				
Students with Intellectual Disabilities	51	64.6%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	15	19.0%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	159	19.8%	15.5%	16.2%
By Ethnicity:				
African American	13	1.6%		
Hispanic	136	17.0%		
White	8	1.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.1%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	1.9%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.3%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	15.5	12.1	16.8
Foreign Languages	16.6	14.1	18.7
Mathematics	16.5	12.6	18.0
Science	15.0	13.1	19.0
Social Studies	16.7	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.4	100.0%	100.0%	100.0%
Professional Staff:	61.6	83.8%	60.0%	64.0%
Teachers	49.9	67.9%	47.3%	50.0%
Professional Support	8.7	11.9%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.1%	2.4%	2.9%
Educational Aides:	11.9	16.2%	11.2%	9.6%
Total Minority Staff:	35.3	48.1%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.2	10.4%	9.4%	10.2%
Hispanic	14.3	28.7%	34.6%	26.6%
White	28.4	57.0%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.0%	1.1%	1.1%
Males	15.2	30.5%	23.8%	23.7%
Females	34.7	69.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	44.9	90.0%	78.0%	74.5%
Masters	5.0	10.0%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	8.0	16.0%	7.3%	7.8%
1-5 Years Experience	22.4	44.9%	35.5%	28.0%
6-10 Years Experience	10.2	20.5%	23.5%	20.9%
11-20 Years Experience	6.3	12.6%	23.9%	27.8%
Over 20 Years Experience	3.0	6.0%	9.9%	15.5%
Number of Students per Teacher	14.3	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	37.0	20.4	19.5
Average Years Experience of Principals with District	37.0	19.3	12.2
Average Years Experience of Assistant Principals	23.0	15.3	15.7
Average Years Experience of Assistant Principals with District	17.0	13.7	10.1
Average Years Experience of Teachers:	6.4	9.2	10.9
Average Years Experience of Teachers with District:	4.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,131	$50,819	$46,199
1-5 Years Experience	$52,214	$52,776	$48,779
6-10 Years Experience	$54,376	$54,387	$51,184
11-20 Years Experience	$56,798	$54,825	$54,396
Over 20 Years Experience	$55,250	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,082	$54,351	$52,525
Professional Support	$64,390	$70,369	$61,728
Campus Administration (School Leadership)	$90,760	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	203	28.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	43	6.0%	5.0%	7.8%
Special Education	79	11.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.6	5.3%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.0	4.1%	2.3%	1.9%
Regular Education	34.4	69.0%	62.9%	72.8%
Special Education	10.8	21.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARK VIEW INT**

Campus Number: **101917043**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 629
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**67%**	62%	66%	72%	-	*	-	*	28%	63%	48%
	2016	71%	66%	**67%**	39%	68%	70%	*	*	-	*	34%	64%	52%
Mathematics	2017	70%	70%	**56%**	50%	57%	55%	-	*	-	*	32%	55%	45%
	2016	69%	63%	**58%**	38%	60%	50%	-	-	-	-	24%	57%	48%
Writing	2017	70%	67%	**67%**	54%	68%	68%	-	*	-	*	30%	66%	50%
	2016	69%	65%	**72%**	50%	74%	65%	*	*	-	*	28%	70%	48%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**83%**	74%	83%	81%	-	*	*	*	41%	81%	54%
	2016	87%	84%	**79%**	93%	78%	83%	-	*	-	-	32%	79%	53%
Mathematics	2017	85%	89%	**88%**	89%	89%	78%	-	*	*	-	44%	88%	79%
	2016	82%	87%	**77%**	87%	75%	78%	*	*	-	*	30%	76%	62%
Science	2017	76%	76%	**75%**	68%	76%	69%	-	*	*	*	32%	74%	56%
	2016	75%	75%	**63%**	64%	61%	77%	-	*	-	-	29%	61%	43%
Social Studies	2017	63%	65%	**68%**	68%	68%	60%	-	*	*	*	32%	67%	41%
	2016	63%	63%	**44%**	71%	41%	64%	-	*	-	-	12%	43%	19%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	*	100%	*	-	*	-	*	-	100%	-
	2016	78%	75%	**98%**	-	98%	*	-	-	-	-	-	97%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**73%**	69%	73%	69%	-	95%	*	95%	34%	71%	53%
	2016	75%	72%	**67%**	62%	66%	71%	*	90%	-	100%	27%	65%	47%
Reading	2017	72%	67%	**75%**	69%	75%	76%	-	100%	*	100%	33%	72%	51%
	2016	73%	68%	**73%**	63%	73%	77%	*	*	-	*	33%	71%	53%

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 629
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**76%**	75%	76%	68%	-	100%	*	*	37%	75%	63%
	2016	76%	76%	**71%**	61%	71%	70%	*	*	-	*	27%	69%	54%
Writing	2017	67%	66%	**67%**	54%	68%	68%	-	*	-	*	30%	66%	50%
	2016	69%	68%	**72%**	50%	74%	65%	*	*	-	*	28%	70%	48%
Science	2017	79%	76%	**75%**	68%	76%	69%	-	*	*	*	32%	74%	56%
	2016	79%	76%	**63%**	64%	61%	77%	-	*	-	-	29%	61%	43%
Social Studies	2017	77%	79%	**68%**	68%	68%	60%	-	*	*	*	32%	67%	41%
	2016	77%	76%	**44%**	71%	41%	64%	-	*	-	-	12%	43%	19%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**40%**	41%	39%	41%	-	83%	*	*	15%	37%	10%
	2016	45%	39%	**31%**	32%	29%	44%	*	*	-	*	*	29%	5%
Reading	2017	48%	41%	**39%**	41%	37%	49%	-	*	*	*	16%	36%	11%
	2016	46%	38%	**33%**	39%	31%	41%	*	*	-	*	*	32%	11%
Mathematics	2017	48%	41%	**42%**	38%	42%	38%	-	83%	*	*	17%	40%	20%
	2016	43%	38%	**28%**	27%	26%	38%	*	*	-	*	*	27%	11%
Writing	2017	38%	33%	**31%**	*	31%	36%	-	*	-	*	*	29%	*
	2016	41%	36%	**38%**	*	37%	44%	*	*	-	*	*	35%	14%
Science	2017	52%	47%	**47%**	47%	46%	38%	-	*	*	*	24%	44%	20%
	2016	47%	43%	**28%**	*	26%	45%	-	*	-	-	*	27%	*
Social Studies	2017	51%	53%	**29%**	26%	27%	40%	-	*	*	*	15%	27%	11%
	2016	47%	47%	**17%**	36%	15%	*	-	*	-	-	*	16%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**14%**	14%	12%	23%	-	50%	*	42%	2%	12%	4%
	2016	18%	14%	**8%**	8%	7%	16%	*	*	-	*	*	7%	3%

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 629
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**18%**	16%	16%	29%	-	*	*	*	*	16%	*
	2016	17%	12%	**10%**	*	9%	21%	*	*	-	*	*	9%	*
Mathematics	2017	23%	17%	**13%**	*	12%	20%	-	*	*	*	*	12%	5%
	2016	19%	14%	**6%**	*	5%	14%	*	*	-	*	*	6%	*
Writing	2017	12%	8%	**6%**	*	5%	*	-	*	-	*	*	4%	*
	2016	15%	12%	**9%**	*	8%	*	*	*	-	*	*	7%	*
Science	2017	19%	15%	**15%**	26%	12%	31%	-	*	*	*	*	15%	*
	2016	16%	13%	**8%**	*	7%	*	-	*	-	-	*	8%	*
Social Studies	2017	27%	26%	**14%**	*	12%	*	-	*	*	*	*	13%	*
	2016	22%	21%	**7%**	*	5%	*	-	*	-	-	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**67%**	79%	66%	58%	-	75%	-	*	56%	66%	66%
	2016	62%	62%	**64%**	60%	63%	70%	*	*	-	*	57%	63%	61%
Reading	2017	59%	57%	**67%**	79%	66%	60%	-	*	-	*	54%	67%	67%
	2016	60%	61%	**64%**	56%	63%	73%	*	*	-	*	54%	63%	60%
Mathematics	2017	64%	59%	**66%**	78%	66%	*	-	*	-	*	*	65%	65%
	2016	63%	63%	**63%**	*	63%	66%	*	*	-	*	*	63%	61%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**19%**	20%	18%	17%	-	50%	-	*	12%	18%	16%
	2016	17%	16%	**14%**	16%	13%	20%	*	*	-	*	13%	14%	14%
Reading	2017	17%	16%	**23%**	21%	23%	23%	-	*	-	*	18%	23%	22%
	2016	16%	16%	**19%**	19%	18%	27%	*	*	-	*	21%	19%	20%
Mathematics	2017	20%	16%	**14%**	19%	14%	*	-	*	-	*	*	13%	11%
	2016	17%	15%	**9%**	*	8%	12%	*	*	-	*	*	9%	7%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**45%**	46%	44%	*	-	*	-	-	19%	43%	38%
	2016	35%	35%	**39%**	*	40%	38%	-	-	-	-	18%	38%	36%
Mathematics	2017	43%	44%	**47%**	62%	47%	*	-	*	-	-	24%	46%	42%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**72%**	61%	73%	69%	-	*	*	*	21%	70%	39%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**28%**	39%	27%	31%	-	*	*	*	79%	30%	61%
STAAR Cumulative Met Standard														
	2017	85%	82%	**82%**	72%	83%	81%	-	*	*	*	31%	80%	54%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**78%**	71%	79%	67%	-	*	*	-	31%	79%	63%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**22%**	29%	21%	33%	-	*	*	-	69%	21%	37%
STAAR Cumulative Met Standard														
	2017	85%	89%	**88%**	94%	89%	78%	-	*	*	-	41%	88%	76%

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 629
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**73%**	-	-	-	-	-	55%	-	55%	47%	55%	53%
	2016	75%	72%	**67%**	83%	-	-	-	83%	44%	-	44%	50%	47%	47%
Reading	2017	72%	67%	**75%**	-	-	-	-	-	51%	-	51%	53%	51%	51%
	2016	73%	68%	**73%**	100%	-	-	-	100%	50%	-	50%	50%	53%	53%
Mathematics	2017	79%	77%	**76%**	-	-	-	-	-	62%	-	62%	65%	62%	63%
	2016	76%	76%	**71%**	100%	-	-	-	100%	50%	-	50%	61%	53%	54%
Writing	2017	67%	66%	**67%**	-	-	-	-	-	50%	-	50%	*	50%	50%
	2016	69%	68%	**72%**	-	-	-	-	-	50%	-	50%	*	50%	48%
Science	2017	79%	76%	**75%**	-	-	-	-	-	60%	-	60%	*	60%	56%
	2016	79%	76%	**63%**	83%	-	-	-	83%	34%	-	34%	*	41%	43%
Social Studies	2017	77%	79%	**68%**	-	-	-	-	-	47%	-	47%	*	47%	41%
	2016	77%	76%	**44%**	*	-	-	-	*	14%	-	14%	*	19%	19%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**40%**	-	-	-	-	-	11%	-	11%	*	11%	10%
	2016	45%	39%	**31%**	*	-	-	-	*	*	-	*	*	6%	5%
Reading	2017	48%	41%	**39%**	-	-	-	-	-	10%	-	10%	*	10%	11%
	2016	46%	38%	**33%**	*	-	-	-	*	9%	-	9%	*	10%	11%
Mathematics	2017	48%	41%	**42%**	-	-	-	-	-	21%	-	21%	*	21%	20%
	2016	43%	38%	**28%**	*	-	-	-	*	9%	-	9%	*	11%	11%
Writing	2017	38%	33%	**31%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**38%**	-	-	-	-	-	17%	-	17%	*	17%	14%
Science	2017	52%	47%	**47%**	-	-	-	-	-	22%	-	22%	*	22%	20%
	2016	47%	43%	**28%**	*	-	-	-	*	*	-	*	*	*	*
Social Studies	2017	51%	53%	**29%**	-	-	-	-	-	14%	-	14%	*	14%	11%
	2016	47%	47%	**17%**	*	-	-	-	*	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 629
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**14%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2016	18%	14%	**8%**	*	-	-	-	*	3%	-	3%	*	3%	3%
Reading	2017	19%	14%	**18%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	**10%**	*	-	-	-	*	*	-	*	*	*	*
Mathematics	2017	23%	17%	**13%**	-	-	-	-	-	5%	-	5%	*	5%	5%
	2016	19%	14%	**6%**	*	-	-	-	*	*	-	*	*	*	*
Writing	2017	12%	8%	**6%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**9%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**15%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**8%**	*	-	-	-	*	*	-	*	*	*	*
Social Studies	2017	27%	26%	**14%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**7%**	*	-	-	-	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**67%**	-	-	-	-	-	66%	*	65%	*	66%	67%
	2016	62%	62%	**64%**	*	-	-	-	*	61%	-	61%	*	63%	63%
Reading	2017	59%	57%	**67%**	-	-	-	-	-	66%	*	66%	*	66%	68%
	2016	60%	61%	**64%**	*	-	-	-	*	62%	-	62%	*	63%	62%
Mathematics	2017	64%	59%	**66%**	-	-	-	-	-	65%	-	65%	*	65%	67%
	2016	63%	63%	**63%**	*	-	-	-	*	60%	-	60%	*	62%	63%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**19%**	-	-	-	-	-	16%	*	16%	*	16%	15%
	2016	17%	16%	**14%**	*	-	-	-	*	16%	-	16%	*	15%	14%
Reading	2017	17%	16%	**23%**	-	-	-	-	-	23%	*	23%	*	23%	23%
	2016	16%	16%	**19%**	*	-	-	-	*	23%	-	23%	*	21%	21%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**14%**	-	-	-	-	-	9%	-	9%	*	9%	7%
	2016	17%	15%	**9%**	*	-	-	-	*	9%	-	9%	*	9%	8%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**45%**	-	-	-	-	-	36%	-	36%	47%	36%	38%
	2016	35%	35%	**39%**	*	-	-	-	*	33%	-	33%	*	36%	36%
Mathematics	2017	43%	44%	**47%**	-	-	-	-	-	42%	-	42%	*	42%	42%

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 629
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	98%	-	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	**92%**	91%	93%	82%	-	100%	*	100%	93%	92%	87%
Not Included in Accountability													
Mobile	4%	4%	**6%**	9%	5%	17%	-	0%	*	0%	5%	5%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	0%	*	0%	2%	2%	6%
Not Tested	1%	1%	**1%**	0%	1%	2%	-	0%	*	0%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	2%	-	0%	*	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	99%	100%	100%	71%	100%	96%	99%	100%
Included in Accountability	94%	94%	**91%**	78%	92%	97%	43%	77%	0%	100%	86%	92%	85%
Not Included in Accountability													
Mobile	4%	4%	**7%**	21%	5%	2%	57%	23%	71%	0%	11%	6%	8%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	0%	0%	0%	1%	6%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	0%	29%	0%	4%	1%	0%
Absent	1%	1%	**1%**	0%	1%	1%	0%	0%	29%	0%	3%	1%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**94.7%**	93.9%	95.1%	91.3%	*	*	*	*	93.0%	94.7%	96.3%
2014-15	95.7%	95.3%	**95.5%**	95.4%	95.7%	92.8%	*	98.9%	-	*	94.1%	95.6%	96.1%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.7%**	0.0%	0.5%	3.3%	*	0.0%	-	-	0.0%	0.8%	1.5%

District Name: PASADENA ISD
Campus Name: PARK VIEW INT
Campus Number: 101917043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 629
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	629	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	328	52.1%	7.2%	7.4%
Grade 8	301	47.9%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	40	6.4%	7.6%	12.6%
Hispanic	526	83.6%	82.7%	52.4%
White	50	7.9%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	7	1.1%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	4	0.6%	0.7%	2.2%
Economically Disadvantaged	517	82.2%	77.8%	59.0%
Non-Educationally Disadvantaged	112	17.8%	22.2%	41.0%
English Language Learners (ELL)	125	19.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	12	1.7%	1.1%	1.4%
At-Risk	371	59.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	96			
By Type of Primary Disability				
Students with Intellectual Disabilities	68	70.8%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	19	19.8%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	138	19.7%	15.5%	16.2%
By Ethnicity:				
African American	19	2.7%		
Hispanic	97	13.8%		
White	15	2.1%		
American Indian	1	0.1%		
Asian	3	0.4%		
Pacific Islander	1	0.1%		
Two or More Races	2	0.3%		

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.4%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	12.4	12.1	16.8
Foreign Languages	11.8	14.1	18.7
Mathematics	13.9	12.6	18.0
Science	16.2	13.1	19.0
Social Studies	16.1	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.6	100.0%	100.0%	100.0%
Professional Staff:	63.0	82.3%	60.0%	64.0%
Teachers	52.0	67.8%	47.3%	50.0%
Professional Support	8.1	10.5%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.9%	2.4%	2.9%
Educational Aides:	13.6	17.7%	11.2%	9.6%
Total Minority Staff:	27.1	35.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.1	4.0%	9.4%	10.2%
Hispanic	10.8	20.8%	34.6%	26.6%
White	36.2	69.7%	51.8%	59.8%
American Indian	1.0	1.9%	0.2%	0.4%
Asian	1.9	3.6%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	17.7	34.2%	23.8%	23.7%
Females	34.2	65.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	42.8	82.3%	78.0%	74.5%
Masters	9.2	17.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	5.8%	7.3%	7.8%
1-5 Years Experience	30.2	58.2%	35.5%	28.0%
6-10 Years Experience	7.1	13.7%	23.5%	20.9%
11-20 Years Experience	7.6	14.7%	23.9%	27.8%
Over 20 Years Experience	4.0	7.7%	9.9%	15.5%
Number of Students per Teacher	12.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	15.0	15.3	15.7
Average Years Experience of Assistant Principals with District	15.0	13.7	10.1
Average Years Experience of Teachers:	7.0	9.2	10.9
Average Years Experience of Teachers with District:	5.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,374	$52,776	$48,779
6-10 Years Experience	$52,634	$54,387	$51,184
11-20 Years Experience	$55,315	$54,825	$54,396
Over 20 Years Experience	$52,441	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,769	$54,351	$52,525
Professional Support	$63,417	$70,369	$61,728
Campus Administration (School Leadership)	$89,080	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	107	17.0%	28.2%	18.8%
Career & Technical Education	262	41.7%	19.9%	25.0%
Gifted & Talented Education	36	5.7%	5.0%	7.8%
Special Education	96	15.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	1.2%	15.3%	6.0%
Career & Technical Education	2.0	3.8%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.9	5.6%	2.3%	1.9%
Regular Education	35.2	67.7%	62.9%	72.8%
Special Education	11.2	21.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **QUEENS INT**

Campus Number: **101917044**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 592
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2016	69%	66%	**59%**	*	59%	*	-	-	-	-	*	56%	36%
Mathematics	2016	72%	72%	**62%**	*	62%	*	-	-	-	-	*	62%	44%
STAAR Percent at Approaches Grade Level or Above														
Grade 7														
Reading	2017	73%	72%	**68%**	*	69%	70%	*	-	-	-	*	67%	42%
	2016	71%	66%	**61%**	*	61%	*	-	*	-	*	*	58%	32%
Mathematics	2017	70%	70%	**58%**	*	58%	50%	*	-	-	-	*	57%	45%
	2016	69%	63%	**64%**	*	64%	*	-	-	-	*	25%	63%	53%
Writing	2017	70%	67%	**63%**	*	64%	55%	*	-	-	-	*	62%	37%
	2016	69%	65%	**59%**	*	58%	*	-	*	-	*	*	57%	35%
STAAR Percent at Approaches Grade Level or Above														
Grade 8 ***														
Reading	2017	86%	83%	**79%**	*	79%	73%	-	*	-	*	23%	79%	56%
	2016	87%	84%	**89%**	-	89%	100%	*	-	-	-	39%	87%	65%
Mathematics	2017	85%	89%	**83%**	*	84%	56%	-	-	-	*	40%	83%	73%
	2016	82%	87%	**87%**	-	87%	100%	*	*	-	-	47%	86%	83%
Science	2017	76%	76%	**78%**	*	78%	82%	-	*	-	*	31%	78%	58%
	2016	75%	75%	**84%**	-	83%	100%	*	-	-	-	42%	82%	57%
Social Studies	2017	63%	65%	**57%**	*	58%	55%	-	*	-	*	17%	57%	34%
	2016	63%	63%	**60%**	-	58%	100%	*	-	-	-	26%	57%	43%
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Algebra I	2017	83%	80%	**100%**	-	100%	*	-	*	-	-	-	100%	-
	2016	78%	75%	**100%**	-	100%	-	-	-	-	-	-	100%	-

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 592
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**70%**	48%	70%	64%	*	*	-	63%	25%	69%	49%
	2016	75%	72%	**70%**	67%	69%	75%	100%	*	-	*	28%	68%	45%
Reading	2017	72%	67%	**73%**	*	73%	71%	*	*	-	*	20%	73%	49%
	2016	73%	68%	**69%**	*	69%	61%	*	*	-	*	23%	66%	39%
Mathematics	2017	79%	77%	**72%**	*	72%	57%	*	*	-	*	37%	71%	58%
	2016	76%	76%	**72%**	*	72%	78%	*	*	-	*	34%	72%	54%
Writing	2017	67%	66%	**63%**	*	64%	55%	*	-	-	-	*	62%	37%
	2016	69%	68%	**59%**	*	58%	*	-	*	-	*	*	57%	35%
Science	2017	79%	76%	**78%**	*	78%	82%	-	*	-	*	31%	78%	58%
	2016	79%	76%	**84%**	-	83%	100%	*	-	-	-	42%	82%	57%
Social Studies	2017	77%	79%	**57%**	*	58%	55%	-	*	-	*	17%	57%	34%
	2016	77%	76%	**60%**	-	58%	100%	*	-	-	-	26%	57%	43%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**33%**	*	33%	27%	*	*	-	*	*	31%	8%
	2016	45%	39%	**29%**	*	29%	32%	*	*	-	*	*	27%	4%
Reading	2017	48%	41%	**35%**	*	35%	38%	*	*	-	*	*	33%	8%
	2016	46%	38%	**31%**	*	31%	28%	*	*	-	*	*	30%	5%
Mathematics	2017	48%	41%	**30%**	*	30%	*	*	*	-	*	*	30%	10%
	2016	43%	38%	**35%**	*	35%	44%	*	*	-	*	*	34%	12%
Writing	2017	38%	33%	**25%**	*	25%	*	*	-	-	-	*	25%	*
	2016	41%	36%	**24%**	*	23%	*	-	*	-	*	*	24%	*
Science	2017	52%	47%	**46%**	*	46%	45%	-	*	-	*	*	45%	18%
	2016	47%	43%	**50%**	-	49%	*	*	-	-	-	*	47%	*

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 592
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Social Studies	2017	51%	53%	**25%**	*	25%	*	-	*	-	*	*	24%	*
	2016	47%	47%	**17%**	-	16%	*	*	-	-	-	*	15%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**9%**	*	9%	12%	*	*	-	*	4%	9%	2%
	2016	18%	14%	**10%**	*	10%	*	*	*	-	*	*	9%	2%
Reading	2017	19%	14%	**12%**	*	12%	24%	*	*	-	*	*	11%	*
	2016	17%	12%	**11%**	*	11%	*	*	*	-	*	*	11%	*
Mathematics	2017	23%	17%	**7%**	*	7%	*	*	*	-	*	*	7%	*
	2016	19%	14%	**9%**	*	9%	*	*	*	-	*	*	8%	*
Writing	2017	12%	8%	**3%**	*	3%	*	*	-	-	-	*	3%	*
	2016	15%	12%	**4%**	*	4%	*	-	*	-	*	*	3%	*
Science	2017	19%	15%	**14%**	*	14%	*	-	*	-	*	*	14%	7%
	2016	16%	13%	**18%**	-	19%	*	*	-	-	-	*	17%	*
Social Studies	2017	27%	26%	**10%**	*	10%	*	-	*	-	*	*	10%	*
	2016	22%	21%	**5%**	-	6%	*	*	-	-	-	*	5%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**64%**	*	65%	56%	*	*	-	*	67%	64%	63%
	2016	62%	62%	**61%**	*	61%	*	*	*	-	*	52%	60%	55%
Reading	2017	59%	57%	**68%**	*	68%	65%	*	*	-	*	68%	67%	65%
	2016	60%	61%	**59%**	*	59%	*	*	*	-	*	59%	58%	53%
Mathematics	2017	64%	59%	**61%**	*	61%	*	*	*	-	*	*	62%	60%
	2016	63%	63%	**63%**	*	63%	*	*	*	-	*	*	62%	57%

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 592
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**15%**	*	15%	13%	*	*	-	*	15%	15%	13%
	2016	17%	16%	**14%**	*	14%	*	*	*	-	*	10%	14%	11%
Reading	2017	17%	16%	**23%**	*	23%	25%	*	*	-	*	20%	22%	24%
	2016	16%	16%	**18%**	*	18%	*	*	*	-	*	14%	18%	14%
Mathematics	2017	20%	16%	**7%**	*	7%	*	*	*	-	*	*	7%	3%
	2016	17%	15%	**10%**	*	11%	*	*	*	-	*	*	10%	7%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**43%**	*	43%	*	-	-	-	*	16%	44%	38%
	2016	35%	35%	**31%**	*	32%	*	-	-	-	-	*	30%	23%
Mathematics	2017	43%	44%	**41%**	*	41%	*	-	-	-	*	25%	39%	38%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**70%**	*	71%	64%	-	*	-	*	17%	70%	39%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**30%**	*	29%	*	-	*	-	*	83%	30%	61%
STAAR Cumulative Met Standard														
	2017	85%	82%	**78%**	*	78%	73%	-	*	-	*	21%	78%	55%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**73%**	*	74%	*	-	-	-	*	21%	72%	56%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**27%**	*	26%	56%	-	-	-	*	79%	28%	44%
STAAR Cumulative Met Standard														
	2017	85%	89%	**82%**	*	83%	56%	-	-	-	*	38%	82%	72%

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 592
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**70%**	-	-	-	-	-	50%	-	50%	33%	50%	49%
	2016	75%	72%	**70%**	-	-	-	-	-	45%	-	45%	41%	45%	45%
Reading	2017	72%	67%	**73%**	-	-	-	-	-	52%	-	52%	*	52%	49%
	2016	73%	68%	**69%**	-	-	-	-	-	39%	-	39%	38%	39%	39%
Mathematics	2017	79%	77%	**72%**	-	-	-	-	-	58%	-	58%	60%	58%	58%
	2016	76%	76%	**72%**	-	-	-	-	-	54%	-	54%	46%	54%	54%
Writing	2017	67%	66%	**63%**	-	-	-	-	-	39%	-	39%	*	39%	37%
	2016	69%	68%	**59%**	-	-	-	-	-	36%	-	36%	*	36%	35%
Science	2017	79%	76%	**78%**	-	-	-	-	-	58%	-	58%	56%	58%	58%
	2016	79%	76%	**84%**	-	-	-	-	-	57%	-	57%	-	57%	57%
Social Studies	2017	77%	79%	**57%**	-	-	-	-	-	37%	-	37%	*	37%	34%
	2016	77%	76%	**60%**	-	-	-	-	-	43%	-	43%	-	43%	43%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**33%**	-	-	-	-	-	8%	-	8%	*	8%	8%
	2016	45%	39%	**29%**	-	-	-	-	-	5%	-	5%	*	5%	4%
Reading	2017	48%	41%	**35%**	-	-	-	-	-	8%	-	8%	*	8%	8%
	2016	46%	38%	**31%**	-	-	-	-	-	5%	-	5%	*	5%	5%
Mathematics	2017	48%	41%	**30%**	-	-	-	-	-	12%	-	12%	*	12%	10%
	2016	43%	38%	**35%**	-	-	-	-	-	13%	-	13%	*	13%	12%
Writing	2017	38%	33%	**25%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**24%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**46%**	-	-	-	-	-	20%	-	20%	*	20%	18%
	2016	47%	43%	**50%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	53%	**25%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**17%**	-	-	-	-	-	*	-	*	-	*	*

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 592
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**9%**	-	-	-	-	-	3%	-	3%	*	3%	2%
	2016	18%	14%	**10%**	-	-	-	-	-	2%	-	2%	*	2%	2%
Reading	2017	19%	14%	**12%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	**11%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**7%**	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	14%	**9%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	8%	**3%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**4%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**14%**	-	-	-	-	-	7%	-	7%	*	7%	7%
	2016	16%	13%	**18%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	26%	**10%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**5%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**64%**	-	-	-	-	-	65%	-	65%	*	65%	65%
	2016	62%	62%	**61%**	-	-	-	-	-	55%	-	55%	*	55%	55%
Reading	2017	59%	57%	**68%**	-	-	-	-	-	68%	-	68%	*	68%	67%
	2016	60%	61%	**59%**	-	-	-	-	-	55%	-	55%	*	55%	56%
Mathematics	2017	64%	59%	**61%**	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	63%	**63%**	-	-	-	-	-	55%	-	55%	*	55%	53%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**15%**	-	-	-	-	-	14%	-	14%	*	14%	14%
	2016	17%	16%	**14%**	-	-	-	-	-	12%	-	12%	*	12%	11%
Reading	2017	17%	16%	**23%**	-	-	-	-	-	26%	-	26%	*	26%	25%
	2016	16%	16%	**18%**	-	-	-	-	-	16%	-	16%	*	16%	14%

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 592
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**7%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	15%	**10%**	-	-	-	-	-	7%	-	7%	*	7%	7%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**43%**	-	-	-	-	-	41%	-	41%	*	41%	38%
	2016	35%	35%	**31%**	-	-	-	-	-	24%	-	24%	*	24%	23%
Mathematics	2017	43%	44%	**41%**	-	-	-	-	-	36%	-	36%	55%	36%	38%

District Name: PASADENA ISD
Campus Name: QUEENS INT
Campus Number: 101917044

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 592
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	97%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	72%	94%	93%	*	57%	-	100%	87%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	16%	5%	7%	*	43%	-	0%	11%	4%	6%
Other Exclusions	1%	2%	**1%**	9%	1%	0%	*	0%	-	0%	2%	1%	3%
Not Tested	1%	1%	**0%**	3%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	3%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	60%	93%	88%	67%	*	-	*	82%	92%	80%
Not Included in Accountability													
Mobile	4%	4%	**6%**	40%	5%	12%	33%	*	-	*	18%	6%	11%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	0%	*	-	*	0%	2%	9%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	*	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.4%**	*	96.4%	95.8%	*	*	-	*	94.2%	96.4%	96.9%
2014-15	95.7%	95.3%	**96.6%**	*	96.6%	95.3%	*	*	-	*	95.2%	96.6%	97.1%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	*	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	592	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	325	54.9%	7.2%	7.4%
Grade 8	267	45.1%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	9	1.5%	7.6%	12.6%
Hispanic	557	94.1%	82.7%	52.4%
White	22	3.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.5%	0.7%	2.2%
Economically Disadvantaged	516	87.2%	77.8%	59.0%
Non-Educationally Disadvantaged	76	12.8%	22.2%	41.0%
English Language Learners (ELL)	184	31.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	11	1.4%	1.1%	1.4%
At-Risk	382	64.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	48			
By Type of Primary Disability				
Students with Intellectual Disabilities	26	54.2%	47.0%	44.5%
Students with Physical Disabilities	5	10.4%	16.5%	21.9%
Students with Autism	5	10.4%	19.1%	12.5%
Students with Behavioral Disabilities	12	25.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	99	13.1%	15.5%	16.2%
By Ethnicity:				
African American	1	0.1%		
Hispanic	90	11.9%		
White	5	0.7%		
American Indian	1	0.1%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	1.3%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	1.0%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.5%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	16.1	12.1	16.8
Foreign Languages	2.0	14.1	18.7
Mathematics	18.1	12.6	18.0
Science	17.8	13.1	19.0
Social Studies	18.9	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	65.2	100.0%	100.0%	100.0%
Professional Staff:	55.3	84.8%	60.0%	64.0%
Teachers	44.0	67.5%	47.3%	50.0%
Professional Support	8.3	12.7%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.6%	2.4%	2.9%
Educational Aides:	9.9	15.2%	11.2%	9.6%
Total Minority Staff:	29.9	45.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	7.1	16.2%	9.4%	10.2%
Hispanic	10.5	23.8%	34.6%	26.6%
White	23.4	53.2%	51.8%	59.8%
American Indian	1.0	2.3%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	4.5%	1.1%	1.1%
Males	15.7	35.8%	23.8%	23.7%
Females	28.3	64.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	30.7	69.7%	78.0%	74.5%
Masters	13.3	30.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	11.4%	7.3%	7.8%
1-5 Years Experience	10.9	24.7%	35.5%	28.0%
6-10 Years Experience	18.5	42.1%	23.5%	20.9%
11-20 Years Experience	3.6	8.2%	23.9%	27.8%
Over 20 Years Experience	6.0	13.6%	9.9%	15.5%
Number of Students per Teacher	13.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	20.4	19.5
Average Years Experience of Principals with District	20.0	19.3	12.2
Average Years Experience of Assistant Principals	11.0	15.3	15.7
Average Years Experience of Assistant Principals with District	8.5	13.7	10.1
Average Years Experience of Teachers:	8.6	9.2	10.9
Average Years Experience of Teachers with District:	6.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,258	$50,819	$46,199
1-5 Years Experience	$54,620	$52,776	$48,779
6-10 Years Experience	$54,580	$54,387	$51,184
11-20 Years Experience	$63,346	$54,825	$54,396
Over 20 Years Experience	$60,270	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,708	$54,351	$52,525
Professional Support	$62,585	$70,369	$61,728
Campus Administration (School Leadership)	$87,880	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	169	28.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	29	4.9%	5.0%	7.8%
Special Education	48	8.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	1.7	3.8%	2.3%	1.9%
Regular Education	35.6	80.8%	62.9%	72.8%
Special Education	6.6	15.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SAN JACINTO INT**

Campus Number: **101917045**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 695
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**72%**	88%	72%	73%	-	-	-	*	30%	70%	33%
	2016	71%	66%	**63%**	75%	62%	80%	-	-	-	*	25%	61%	28%
Mathematics	2017	70%	70%	**65%**	67%	64%	77%	-	-	-	*	53%	63%	52%
	2016	69%	63%	**69%**	63%	68%	81%	-	-	-	*	38%	69%	49%
Writing	2017	70%	67%	**67%**	63%	67%	80%	-	-	-	*	22%	66%	44%
	2016	69%	65%	**64%**	75%	64%	62%	-	-	-	*	22%	62%	26%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**80%**	100%	79%	88%	-	-	-	*	35%	78%	44%
	2016	87%	84%	**82%**	64%	83%	75%	-	-	-	*	41%	81%	54%
Mathematics	2017	85%	89%	**90%**	100%	89%	94%	-	-	-	*	63%	89%	70%
	2016	82%	87%	**87%**	60%	89%	61%	-	-	-	*	58%	88%	79%
Science	2017	76%	76%	**70%**	63%	69%	89%	-	-	-	*	32%	68%	33%
	2016	75%	75%	**65%**	55%	65%	60%	-	-	-	*	18%	65%	28%
Social Studies	2017	63%	65%	**56%**	*	56%	72%	-	-	-	*	19%	55%	21%
	2016	63%	63%	**48%**	*	48%	40%	-	-	-	*	22%	45%	*
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**98%**	-	100%	*	-	-	-	-	*	97%	-
	2016	78%	75%	**100%**	*	100%	*	-	-	-	-	-	100%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**72%**	72%	72%	82%	-	-	-	45%	37%	71%	43%
	2016	75%	72%	**69%**	60%	69%	67%	-	-	-	77%	33%	68%	38%
Reading	2017	72%	67%	**76%**	94%	75%	81%	-	-	-	*	33%	74%	39%
	2016	73%	68%	**72%**	68%	72%	78%	-	-	-	*	34%	71%	40%

District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 695
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**80%**	82%	80%	85%	-	-	-	*	59%	79%	61%
	2016	76%	76%	**80%**	63%	81%	73%	-	-	-	*	49%	80%	64%
Writing	2017	67%	66%	**67%**	63%	67%	80%	-	-	-	*	22%	66%	44%
	2016	69%	68%	**64%**	75%	64%	62%	-	-	-	*	22%	62%	26%
Science	2017	79%	76%	**70%**	63%	69%	89%	-	-	-	*	32%	68%	33%
	2016	79%	76%	**65%**	55%	65%	60%	-	-	-	*	18%	65%	28%
Social Studies	2017	77%	79%	**56%**	*	56%	72%	-	-	-	*	19%	55%	21%
	2016	77%	76%	**48%**	*	48%	40%	-	-	-	*	22%	45%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**36%**	*	36%	55%	-	-	-	*	14%	35%	8%
	2016	45%	39%	**34%**	*	35%	36%	-	-	-	*	*	33%	*
Reading	2017	48%	41%	**36%**	31%	35%	63%	-	-	-	*	16%	34%	5%
	2016	46%	38%	**32%**	*	31%	42%	-	-	-	*	*	30%	*
Mathematics	2017	48%	41%	**42%**	29%	42%	48%	-	-	-	*	20%	42%	21%
	2016	43%	38%	**45%**	*	46%	47%	-	-	-	*	10%	45%	20%
Writing	2017	38%	33%	**30%**	*	29%	47%	-	-	-	*	*	28%	*
	2016	41%	36%	**33%**	*	34%	32%	-	-	-	*	*	31%	*
Science	2017	52%	47%	**41%**	*	42%	50%	-	-	-	*	14%	40%	10%
	2016	47%	43%	**34%**	*	34%	*	-	-	-	*	*	33%	*
Social Studies	2017	51%	53%	**25%**	*	24%	44%	-	-	-	*	14%	25%	*
	2016	47%	47%	**18%**	*	18%	*	-	-	-	*	*	16%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**12%**	*	12%	19%	-	-	-	*	4%	12%	3%
	2016	18%	14%	**12%**	*	12%	14%	-	-	-	*	3%	12%	*

District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 695
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**14%**	*	14%	28%	-	-	-	*	*	13%	*
	2016	17%	12%	**12%**	*	12%	15%	-	-	-	*	*	11%	*
Mathematics	2017	23%	17%	**14%**	*	14%	15%	-	-	-	*	*	13%	5%
	2016	19%	14%	**16%**	*	16%	17%	-	-	-	*	*	15%	*
Writing	2017	12%	8%	**5%**	*	6%	*	-	-	-	*	*	4%	*
	2016	15%	12%	**10%**	*	11%	*	-	-	-	*	*	10%	*
Science	2017	19%	15%	**13%**	*	13%	*	-	-	-	*	*	13%	*
	2016	16%	13%	**12%**	*	12%	*	-	-	-	*	*	11%	*
Social Studies	2017	27%	26%	**12%**	*	12%	*	-	-	-	*	*	12%	*
	2016	22%	21%	**9%**	*	9%	*	-	-	-	*	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**69%**	*	69%	70%	-	-	-	*	70%	69%	65%
	2016	62%	62%	**74%**	72%	74%	65%	-	-	-	*	65%	74%	70%
Reading	2017	59%	57%	**66%**	*	66%	68%	-	-	-	*	65%	66%	61%
	2016	60%	61%	**68%**	*	68%	62%	-	-	-	*	63%	67%	64%
Mathematics	2017	64%	59%	**72%**	*	73%	72%	-	-	-	*	75%	72%	70%
	2016	63%	63%	**79%**	*	80%	69%	-	-	-	*	*	80%	76%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**17%**	*	18%	16%	-	-	-	*	16%	17%	17%
	2016	17%	16%	**20%**	22%	20%	19%	-	-	-	*	9%	20%	16%
Reading	2017	17%	16%	**22%**	*	22%	16%	-	-	-	*	23%	22%	23%
	2016	16%	16%	**21%**	*	21%	18%	-	-	-	*	13%	21%	18%
Mathematics	2017	20%	16%	**13%**	*	13%	16%	-	-	-	*	9%	13%	11%
	2016	17%	15%	**19%**	*	18%	21%	-	-	-	*	*	18%	14%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**43%**	*	44%	*	-	-	-	*	21%	42%	30%
	2016	35%	35%	**39%**	*	39%	*	-	-	-	*	15%	38%	29%
Mathematics	2017	43%	44%	**52%**	*	52%	*	-	-	-	*	43%	51%	42%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**66%**	88%	65%	81%	-	-	-	*	18%	63%	20%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**34%**	*	35%	*	-	-	-	*	82%	37%	80%
STAAR Cumulative Met Standard														
	2017	85%	82%	**79%**	100%	78%	88%	-	-	-	*	29%	78%	43%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**78%**	*	79%	88%	-	-	-	*	39%	77%	55%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**22%**	*	21%	*	-	-	-	*	61%	23%	45%
STAAR Cumulative Met Standard														
	2017	85%	89%	**89%**	100%	89%	94%	-	-	-	*	59%	89%	70%

District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 695
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**72%**	-	-	-	-	-	43%	*	43%	39%	43%	43%
	2016	75%	72%	**69%**	-	-	-	-	-	40%	-	40%	26%	40%	38%
Reading	2017	72%	67%	**76%**	-	-	-	-	-	38%	*	38%	43%	38%	39%
	2016	73%	68%	**72%**	-	-	-	-	-	40%	-	40%	38%	40%	40%
Mathematics	2017	79%	77%	**80%**	-	-	-	-	-	64%	*	63%	43%	64%	61%
	2016	76%	76%	**80%**	-	-	-	-	-	65%	-	65%	54%	65%	64%
Writing	2017	67%	66%	**67%**	-	-	-	-	-	43%	-	43%	50%	43%	44%
	2016	69%	68%	**64%**	-	-	-	-	-	29%	-	29%	*	29%	26%
Science	2017	79%	76%	**70%**	-	-	-	-	-	33%	-	33%	*	33%	33%
	2016	79%	76%	**65%**	-	-	-	-	-	33%	-	33%	*	33%	28%
Social Studies	2017	77%	79%	**56%**	-	-	-	-	-	22%	-	22%	*	22%	21%
	2016	77%	76%	**48%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**36%**	-	-	-	-	-	8%	-	8%	*	8%	8%
	2016	45%	39%	**34%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	41%	**36%**	-	-	-	-	-	*	-	*	*	*	5%
	2016	46%	38%	**32%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	41%	**42%**	-	-	-	-	-	24%	-	24%	*	24%	21%
	2016	43%	38%	**45%**	-	-	-	-	-	23%	-	23%	*	23%	20%
Writing	2017	38%	33%	**30%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**33%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**41%**	-	-	-	-	-	11%	-	11%	*	11%	10%
	2016	47%	43%	**34%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	51%	53%	**25%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**18%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 695
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**12%**	-	-	-	-	-	3%	*	3%	*	3%	3%
	2016	18%	14%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	14%	**14%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	12%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**14%**	-	-	-	-	-	6%	*	6%	*	6%	5%
	2016	19%	14%	**16%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	8%	**5%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**10%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**13%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**12%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**9%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**69%**	-	-	-	-	-	67%	*	66%	61%	67%	66%
	2016	62%	62%	**74%**	-	-	-	-	-	69%	-	69%	*	69%	68%
Reading	2017	59%	57%	**66%**	-	-	-	-	-	62%	*	62%	*	62%	62%
	2016	60%	61%	**68%**	-	-	-	-	-	65%	-	65%	*	65%	65%
Mathematics	2017	64%	59%	**72%**	-	-	-	-	-	71%	*	71%	*	71%	70%
	2016	63%	63%	**79%**	-	-	-	-	-	73%	-	73%	*	73%	72%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**17%**	-	-	-	-	-	18%	*	19%	21%	18%	19%
	2016	17%	16%	**20%**	-	-	-	-	-	16%	-	16%	*	16%	15%
Reading	2017	17%	16%	**22%**	-	-	-	-	-	25%	*	25%	*	25%	26%
	2016	16%	16%	**21%**	-	-	-	-	-	20%	-	20%	*	20%	19%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**13%**	-	-	-	-	-	12%	*	12%	*	12%	12%
	2016	17%	15%	**19%**	-	-	-	-	-	12%	-	12%	*	12%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**43%**	-	-	-	-	-	30%	-	30%	*	30%	30%
	2016	35%	35%	**39%**	-	-	-	-	-	28%	-	28%	*	28%	29%
Mathematics	2017	43%	44%	**52%**	-	-	-	-	-	43%	*	42%	*	43%	42%

District Name: PASADENA ISD
Campus Name: SAN JACINTO INT
Campus Number: 101917045

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 695
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	97%	99%	100%	-	-	-	100%	97%	99%	98%
Included in Accountability	94%	94%	**93%**	84%	93%	95%	-	-	-	100%	92%	94%	85%
Not Included in Accountability													
Mobile	4%	4%	**5%**	13%	5%	5%	-	-	-	0%	5%	4%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	3%	1%	0%	-	-	-	0%	3%	1%	2%
Absent	1%	1%	**1%**	3%	1%	0%	-	-	-	0%	2%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	1%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	96%	-	-	*	100%	97%	99%	98%
Included in Accountability	94%	94%	**91%**	91%	92%	82%	-	-	*	100%	94%	91%	83%
Not Included in Accountability													
Mobile	4%	4%	**7%**	9%	6%	14%	-	-	*	0%	3%	6%	11%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	-	*	0%	0%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	4%	-	-	*	0%	3%	1%	2%
Absent	1%	1%	**1%**	0%	1%	4%	-	-	*	0%	2%	1%	2%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**94.4%**	92.2%	94.7%	91.5%	-	-	*	*	90.7%	94.7%	94.7%
2014-15	95.7%	95.3%	**95.3%**	91.5%	95.5%	93.2%	-	-	-	*	94.1%	95.3%	96.1%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.1%**	0.0%	0.1%	0.0%	-	-	*	*	0.9%	0.1%	0.0%
2014-15	0.3%	0.3%	**0.4%**	3.7%	0.3%	0.0%	-	-	-	*	0.0%	0.3%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	695	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	338	48.6%	7.2%	7.4%
Grade 8	357	51.4%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	18	2.6%	7.6%	12.6%
Hispanic	641	92.2%	82.7%	52.4%
White	33	4.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.4%	0.7%	2.2%
Economically Disadvantaged	593	85.3%	77.8%	59.0%
Non-Educationally Disadvantaged	102	14.7%	22.2%	41.0%
English Language Learners (ELL)	128	18.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	24	3.0%	1.1%	1.4%
At-Risk	419	60.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	77			
By Type of Primary Disability				
Students with Intellectual Disabilities	48	62.3%	47.0%	44.5%
Students with Physical Disabilities	**	**	16.5%	21.9%
Students with Autism	*	*	19.1%	12.5%
Students with Behavioral Disabilities	20	26.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	152	19.0%	15.5%	16.2%
By Ethnicity:				
African American	8	1.0%		
Hispanic	131	16.4%		
White	12	1.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.1%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.6%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.3%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	10.7	12.1	16.8
Foreign Languages	1.0	14.1	18.7
Mathematics	11.9	12.6	18.0
Science	13.4	13.1	19.0
Social Studies	12.4	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.7	100.0%	100.0%	100.0%
Professional Staff:	62.9	84.2%	60.0%	64.0%
Teachers	50.5	67.7%	47.3%	50.0%
Professional Support	9.3	12.5%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.0%	2.4%	2.9%
Educational Aides:	11.8	15.8%	11.2%	9.6%
Total Minority Staff:	30.6	41.0%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	7.5	14.9%	9.4%	10.2%
Hispanic	10.3	20.3%	34.6%	26.6%
White	31.7	62.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	17.7	35.1%	23.8%	23.7%
Females	32.8	64.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	41.1	81.3%	78.0%	74.5%
Masters	8.4	16.7%	20.0%	23.6%
Doctorate	1.0	2.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.0	13.8%	7.3%	7.8%
1-5 Years Experience	22.8	45.2%	35.5%	28.0%
6-10 Years Experience	14.5	28.6%	23.5%	20.9%
11-20 Years Experience	5.2	10.4%	23.9%	27.8%
Over 20 Years Experience	1.0	2.0%	9.9%	15.5%
Number of Students per Teacher	13.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	6.5	15.3	15.7
Average Years Experience of Assistant Principals with District	6.5	13.7	10.1
Average Years Experience of Teachers:	5.7	9.2	10.9
Average Years Experience of Teachers with District:	3.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,823	$50,819	$46,199
1-5 Years Experience	$53,173	$52,776	$48,779
6-10 Years Experience	$57,084	$54,387	$51,184
11-20 Years Experience	$57,799	$54,825	$54,396
Over 20 Years Experience	$66,856	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,717	$54,351	$52,525
Professional Support	$65,982	$70,369	$61,728
Campus Administration (School Leadership)	$86,920	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	114	16.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	32	4.6%	5.0%	7.8%
Special Education	77	11.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	3.6	7.1%	2.3%	1.9%
Regular Education	37.7	74.5%	62.9%	72.8%
Special Education	9.0	17.8%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON INT**

Campus Number: **101917046**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Student Progress

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON INT
Campus Number: 101917046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 774
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**72%**	60%	73%	64%	-	*	-	*	33%	70%	49%
	2016	71%	66%	**69%**	52%	70%	83%	-	*	-	*	24%	66%	37%
Mathematics	2017	70%	70%	**58%**	44%	61%	*	-	-	-	*	40%	57%	48%
	2016	69%	63%	**62%**	36%	64%	*	-	*	-	*	22%	61%	46%
Writing	2017	70%	67%	**71%**	60%	72%	64%	-	*	-	*	26%	69%	54%
	2016	69%	65%	**67%**	57%	67%	83%	-	*	-	*	21%	63%	36%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**84%**	79%	84%	*	-	*	-	*	56%	83%	55%
	2016	87%	84%	**91%**	95%	91%	100%	-	*	-	*	54%	92%	74%
Mathematics	2017	85%	89%	**89%**	82%	89%	*	-	*	-	*	56%	88%	80%
	2016	82%	87%	**92%**	86%	92%	100%	-	*	-	100%	47%	92%	84%
Science	2017	76%	76%	**79%**	64%	80%	*	-	*	-	*	45%	79%	58%
	2016	75%	75%	**78%**	67%	78%	100%	-	*	-	*	35%	78%	53%
Social Studies	2017	63%	65%	**75%**	71%	75%	*	-	*	-	*	50%	74%	40%
	2016	63%	63%	**67%**	63%	68%	*	-	*	-	*	35%	66%	43%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	*	100%	*	-	*	-	-	-	100%	-
	2016	78%	75%	**100%**	-	100%	-	-	-	-	-	-	100%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**77%**	65%	78%	71%	-	100%	-	100%	43%	75%	55%
	2016	75%	72%	**75%**	64%	76%	88%	-	88%	-	88%	34%	74%	49%
Reading	2017	72%	67%	**78%**	68%	79%	73%	-	100%	-	*	44%	77%	52%
	2016	73%	68%	**79%**	71%	80%	91%	-	*	-	100%	39%	78%	49%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON INT
Campus Number: 101917046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 774
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**77%**	62%	79%	60%	-	100%	-	*	48%	76%	64%
	2016	76%	76%	**79%**	60%	80%	92%	-	100%	-	100%	34%	78%	60%
Writing	2017	67%	66%	**71%**	60%	72%	64%	-	*	-	*	26%	69%	54%
	2016	69%	68%	**67%**	57%	67%	83%	-	*	-	*	21%	63%	36%
Science	2017	79%	76%	**79%**	64%	80%	*	-	*	-	*	45%	79%	58%
	2016	79%	76%	**78%**	67%	78%	100%	-	*	-	*	35%	78%	53%
Social Studies	2017	77%	79%	**75%**	71%	75%	*	-	*	-	*	50%	74%	40%
	2016	77%	76%	**67%**	63%	68%	*	-	*	-	*	35%	66%	43%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	24%	45%	33%	-	100%	-	*	24%	41%	14%
	2016	45%	39%	**34%**	26%	34%	45%	-	*	-	*	*	33%	6%
Reading	2017	48%	41%	**40%**	16%	42%	*	-	100%	-	*	26%	38%	10%
	2016	46%	38%	**37%**	29%	37%	50%	-	*	-	*	*	36%	6%
Mathematics	2017	48%	41%	**42%**	29%	43%	33%	-	100%	-	*	27%	40%	21%
	2016	43%	38%	**36%**	28%	36%	45%	-	*	-	*	*	35%	13%
Writing	2017	38%	33%	**37%**	17%	39%	*	-	*	-	*	16%	34%	13%
	2016	41%	36%	**33%**	22%	32%	*	-	*	-	*	*	31%	10%
Science	2017	52%	47%	**49%**	39%	48%	*	-	*	-	*	32%	47%	18%
	2016	47%	43%	**42%**	42%	41%	*	-	-	-	*	*	40%	7%
Social Studies	2017	51%	53%	**41%**	*	42%	*	-	*	-	*	29%	39%	12%
	2016	47%	47%	**27%**	*	28%	*	-	-	-	*	*	25%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**15%**	7%	15%	20%	-	81%	-	*	13%	14%	4%
	2016	18%	14%	**11%**	6%	11%	29%	-	33%	-	*	10%	10%	2%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON INT
Campus Number: 101917046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 774
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**15%**	*	14%	*	-	100%	-	*	13%	14%	5%
	2016	17%	12%	**13%**	*	13%	*	-	*	-	*	10%	12%	*
Mathematics	2017	23%	17%	**15%**	8%	16%	*	-	83%	-	*	13%	14%	5%
	2016	19%	14%	**10%**	*	10%	*	-	*	-	*	10%	10%	*
Writing	2017	12%	8%	**11%**	*	11%	*	-	*	-	*	14%	9%	5%
	2016	15%	12%	**8%**	*	8%	*	-	*	-	*	*	7%	*
Science	2017	19%	15%	**13%**	*	13%	*	-	*	-	*	16%	12%	*
	2016	16%	13%	**14%**	*	14%	*	-	*	-	*	12%	13%	*
Social Studies	2017	27%	26%	**19%**	*	18%	*	-	*	-	*	*	19%	*
	2016	22%	21%	**10%**	*	10%	*	-	*	-	*	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**71%**	71%	72%	57%	-	100%	-	*	81%	71%	70%
	2016	62%	62%	**68%**	67%	68%	*	-	*	-	*	66%	68%	69%
Reading	2017	59%	57%	**71%**	70%	71%	67%	-	*	-	*	83%	71%	72%
	2016	60%	61%	**68%**	69%	68%	*	-	*	-	*	68%	67%	70%
Mathematics	2017	64%	59%	**72%**	72%	72%	*	-	100%	-	*	79%	70%	67%
	2016	63%	63%	**69%**	64%	69%	*	-	*	-	*	*	69%	67%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**21%**	21%	20%	23%	-	75%	-	*	22%	20%	19%
	2016	17%	16%	**16%**	18%	16%	*	-	*	-	*	18%	16%	18%
Reading	2017	17%	16%	**23%**	28%	22%	33%	-	*	-	*	31%	23%	24%
	2016	16%	16%	**20%**	24%	20%	*	-	*	-	*	30%	20%	26%
Mathematics	2017	20%	16%	**18%**	13%	18%	*	-	83%	-	*	14%	17%	13%
	2016	17%	15%	**12%**	11%	12%	*	-	*	-	*	*	12%	11%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**43%**	47%	43%	*	-	-	-	-	23%	43%	42%
	2016	35%	35%	**44%**	36%	43%	-	-	*	-	*	25%	44%	41%
Mathematics	2017	43%	44%	**48%**	42%	49%	*	-	-	-	-	30%	46%	46%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**75%**	74%	74%	*	-	*	-	*	30%	73%	38%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**25%**	26%	26%	*	-	*	-	*	70%	27%	62%
STAAR Cumulative Met Standard														
	2017	85%	82%	**83%**	78%	83%	*	-	*	-	*	43%	82%	53%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**80%**	59%	82%	*	-	*	-	*	37%	79%	67%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**20%**	41%	18%	*	-	*	-	*	63%	21%	33%
STAAR Cumulative Met Standard														
	2017	85%	89%	**89%**	81%	89%	*	-	*	-	*	47%	88%	79%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON INT
Campus Number: 101917046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 774
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**77%**	-	-	-	-	-	56%	*	55%	50%	56%	55%
	2016	75%	72%	**75%**	-	-	-	-	-	50%	-	50%	46%	50%	49%
Reading	2017	72%	67%	**78%**	-	-	-	-	-	53%	*	54%	41%	53%	52%
	2016	73%	68%	**79%**	-	-	-	-	-	48%	-	48%	60%	48%	49%
Mathematics	2017	79%	77%	**77%**	-	-	-	-	-	65%	*	64%	59%	65%	64%
	2016	76%	76%	**79%**	-	-	-	-	-	60%	-	60%	60%	60%	60%
Writing	2017	67%	66%	**71%**	-	-	-	-	-	56%	-	56%	45%	56%	54%
	2016	69%	68%	**67%**	-	-	-	-	-	36%	-	36%	*	36%	36%
Science	2017	79%	76%	**79%**	-	-	-	-	-	57%	*	57%	*	57%	58%
	2016	79%	76%	**78%**	-	-	-	-	-	55%	-	55%	*	55%	53%
Social Studies	2017	77%	79%	**75%**	-	-	-	-	-	40%	*	39%	*	40%	40%
	2016	77%	76%	**67%**	-	-	-	-	-	45%	-	45%	*	45%	43%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	-	-	-	-	-	13%	-	13%	*	13%	14%
	2016	45%	39%	**34%**	-	-	-	-	-	6%	-	6%	*	6%	6%
Reading	2017	48%	41%	**40%**	-	-	-	-	-	8%	-	8%	*	8%	10%
	2016	46%	38%	**37%**	-	-	-	-	-	6%	-	6%	*	6%	6%
Mathematics	2017	48%	41%	**42%**	-	-	-	-	-	21%	-	21%	*	21%	21%
	2016	43%	38%	**36%**	-	-	-	-	-	14%	-	14%	*	14%	13%
Writing	2017	38%	33%	**37%**	-	-	-	-	-	10%	-	10%	*	10%	13%
	2016	41%	36%	**33%**	-	-	-	-	-	11%	-	11%	*	11%	10%
Science	2017	52%	47%	**49%**	-	-	-	-	-	19%	-	19%	*	19%	18%
	2016	47%	43%	**42%**	-	-	-	-	-	8%	-	8%	*	8%	7%
Social Studies	2017	51%	53%	**41%**	-	-	-	-	-	13%	-	13%	*	13%	12%
	2016	47%	47%	**27%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON INT
Campus Number: 101917046

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 774
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**15%**	-	-	-	-	-	3%	*	3%	9%	3%	4%
	2016	18%	14%	**11%**	-	-	-	-	-	3%	-	3%	*	3%	2%
Reading	2017	19%	14%	**15%**	-	-	-	-	-	4%	*	4%	*	4%	5%
	2016	17%	12%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**15%**	-	-	-	-	-	4%	*	4%	*	4%	5%
	2016	19%	14%	**10%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	8%	**11%**	-	-	-	-	-	*	-	*	*	*	5%
	2016	15%	12%	**8%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**13%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	13%	**14%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**19%**	-	-	-	-	-	*	*	*	*	*	*
	2016	22%	21%	**10%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**71%**	-	-	-	-	-	73%	*	73%	63%	73%	72%
	2016	62%	62%	**68%**	-	-	-	-	-	69%	-	69%	78%	69%	69%
Reading	2017	59%	57%	**71%**	-	-	-	-	-	78%	*	78%	*	78%	77%
	2016	60%	61%	**68%**	-	-	-	-	-	72%	-	72%	*	72%	73%
Mathematics	2017	64%	59%	**72%**	-	-	-	-	-	68%	*	68%	*	68%	67%
	2016	63%	63%	**69%**	-	-	-	-	-	65%	-	65%	*	65%	65%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**21%**	-	-	-	-	-	21%	*	21%	27%	21%	22%
	2016	17%	16%	**16%**	-	-	-	-	-	19%	-	19%	28%	19%	20%
Reading	2017	17%	16%	**23%**	-	-	-	-	-	28%	*	28%	*	28%	28%
	2016	16%	16%	**20%**	-	-	-	-	-	28%	-	28%	*	28%	28%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**18%**	-	-	-	-	-	14%	*	14%	*	14%	15%
	2016	17%	15%	**12%**	-	-	-	-	-	11%	-	11%	*	11%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**43%**	-	-	-	-	-	43%	*	43%	*	43%	42%
	2016	35%	35%	**44%**	-	-	-	-	-	41%	-	41%	*	41%	41%
Mathematics	2017	43%	44%	**48%**	-	-	-	-	-	46%	*	45%	*	46%	46%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**92%**	85%	92%	100%	-	88%	-	100%	95%	93%	87%
Not Included in Accountability													
Mobile	4%	4%	**6%**	15%	5%	0%	-	13%	-	0%	3%	5%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	1%	1%	5%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	99%	100%	98%	-	100%	-	100%	100%	100%	99%
Included in Accountability	94%	94%	**93%**	87%	94%	91%	-	100%	-	100%	94%	94%	88%
Not Included in Accountability													
Mobile	4%	4%	**5%**	12%	5%	7%	-	0%	-	0%	5%	4%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	1%	1%	5%
Not Tested	1%	1%	**0%**	1%	0%	2%	-	0%	-	0%	0%	0%	1%
Absent	1%	1%	**0%**	1%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	2%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.6%**	94.3%	95.7%	95.1%	-	*	-	95.1%	93.9%	95.6%	95.6%
2014-15	95.7%	95.3%	**96.0%**	95.3%	96.0%	96.3%	-	*	-	*	94.4%	96.1%	96.3%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.3%**	0.0%	0.4%	0.0%	-	0.0%	-	0.0%	0.0%	0.4%	0.0%
2014-15	0.3%	0.3%	**0.4%**	0.0%	0.5%	0.0%	-	*	-	0.0%	0.0%	0.5%	0.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	774	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	374	48.3%	7.2%	7.4%
Grade 8	400	51.7%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	68	8.8%	7.6%	12.6%
Hispanic	681	88.0%	82.7%	52.4%
White	16	2.1%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	7	0.9%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	656	84.8%	77.8%	59.0%
Non-Educationally Disadvantaged	118	15.2%	22.2%	41.0%
English Language Learners (ELL)	194	25.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	19	2.0%	1.1%	1.4%
At-Risk	460	59.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	90			
By Type of Primary Disability				
Students with Intellectual Disabilities	64	71.1%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	13	14.4%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	129	13.8%	15.5%	16.2%
By Ethnicity:				
African American	28	3.0%		
Hispanic	95	10.2%		
White	5	0.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.0%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	14.0	12.1	16.8
Foreign Languages	8.6	14.1	18.7
Mathematics	16.8	12.6	18.0
Science	16.0	13.1	19.0
Social Studies	16.7	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	83.8	100.0%	100.0%	100.0%
Professional Staff:	71.4	85.1%	60.0%	64.0%
Teachers	58.8	70.2%	47.3%	50.0%
Professional Support	9.5	11.4%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	2.9%
Educational Aides:	12.4	14.9%	11.2%	9.6%
Total Minority Staff:	47.2	56.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	11.1	18.8%	9.4%	10.2%
Hispanic	15.2	25.9%	34.6%	26.6%
White	27.7	47.0%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	4.8	8.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	20.0	33.9%	23.8%	23.7%
Females	38.9	66.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	46.6	79.2%	78.0%	74.5%
Masters	11.3	19.1%	20.0%	23.6%
Doctorate	1.0	1.7%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	8.5%	7.3%	7.8%
1-5 Years Experience	19.2	32.7%	35.5%	28.0%
6-10 Years Experience	16.5	28.0%	23.5%	20.9%
11-20 Years Experience	14.9	25.3%	23.9%	27.8%
Over 20 Years Experience	3.3	5.6%	9.9%	15.5%
Number of Students per Teacher	13.2	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	21.5	15.3	15.7
Average Years Experience of Assistant Principals with District	21.5	13.7	10.1
Average Years Experience of Teachers:	8.4	9.2	10.9
Average Years Experience of Teachers with District:	6.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,563	$52,776	$48,779
6-10 Years Experience	$55,468	$54,387	$51,184
11-20 Years Experience	$53,236	$54,825	$54,396
Over 20 Years Experience	$57,940	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,713	$54,351	$52,525
Professional Support	$59,586	$70,369	$61,728
Campus Administration (School Leadership)	$88,153	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	178	23.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	49	6.3%	5.0%	7.8%
Special Education	90	11.6%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	1.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	5.4	9.2%	2.3%	1.9%
Regular Education	39.7	67.4%	62.9%	72.8%
Special Education	13.1	22.2%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTHMORE INT**

Campus Number: **101917047**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 808
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**64%**	*	65%	50%	-	-	-	-	15%	63%	42%
	2016	71%	66%	**61%**	88%	60%	80%	*	-	-	*	25%	61%	23%
Mathematics	2017	70%	70%	**57%**	*	58%	*	-	-	-	-	21%	56%	40%
	2016	69%	63%	**63%**	*	63%	70%	*	-	-	-	48%	63%	49%
Writing	2017	70%	67%	**62%**	*	63%	42%	-	-	-	-	*	61%	43%
	2016	69%	65%	**57%**	63%	57%	70%	*	-	-	*	20%	57%	16%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**80%**	73%	80%	80%	*	*	-	-	51%	80%	53%
	2016	87%	84%	**84%**	*	84%	88%	-	-	-	*	32%	83%	54%
Mathematics	2017	85%	89%	**90%**	78%	90%	88%	*	*	-	-	65%	90%	78%
	2016	82%	87%	**89%**	86%	89%	79%	-	-	-	*	49%	88%	73%
Science	2017	76%	76%	**71%**	56%	71%	71%	*	*	-	-	31%	70%	45%
	2016	75%	75%	**77%**	*	78%	75%	-	-	-	*	39%	77%	52%
Social Studies	2017	63%	65%	**75%**	56%	76%	64%	*	*	-	-	46%	74%	51%
	2016	63%	63%	**77%**	*	78%	69%	-	-	-	*	43%	76%	47%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	*	100%	-	-	-	-	-	-	100%	-
	2016	78%	75%	**100%**	-	100%	*	-	-	-	-	-	100%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**73%**	58%	73%	65%	*	*	-	-	33%	72%	50%
	2016	75%	72%	**73%**	70%	73%	77%	*	-	-	100%	37%	73%	43%
Reading	2017	72%	67%	**72%**	56%	73%	67%	*	*	-	-	33%	71%	47%
	2016	73%	68%	**72%**	85%	72%	85%	*	-	-	*	29%	72%	36%

District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 808
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**78%**	69%	78%	70%	*	*	-	-	42%	76%	58%
	2016	76%	76%	**78%**	77%	78%	77%	*	-	-	*	48%	78%	59%
Writing	2017	67%	66%	**62%**	*	63%	42%	-	-	-	-	*	61%	43%
	2016	69%	68%	**57%**	63%	57%	70%	*	-	-	*	20%	57%	16%
Science	2017	79%	76%	**71%**	56%	71%	71%	*	*	-	-	31%	70%	45%
	2016	79%	76%	**77%**	*	78%	75%	-	-	-	*	39%	77%	52%
Social Studies	2017	77%	79%	**75%**	56%	76%	64%	*	*	-	-	46%	74%	51%
	2016	77%	76%	**77%**	*	78%	69%	-	-	-	*	43%	76%	47%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**40%**	*	41%	33%	*	*	-	-	*	39%	11%
	2016	45%	39%	**41%**	*	41%	40%	*	-	-	*	11%	40%	9%
Reading	2017	48%	41%	**35%**	*	35%	41%	*	*	-	-	7%	34%	8%
	2016	46%	38%	**32%**	*	32%	44%	*	-	-	*	*	32%	3%
Mathematics	2017	48%	41%	**46%**	*	47%	37%	*	*	-	-	16%	45%	24%
	2016	43%	38%	**50%**	*	50%	40%	*	-	-	*	13%	49%	23%
Writing	2017	38%	33%	**30%**	*	31%	*	-	-	-	-	*	29%	9%
	2016	41%	36%	**31%**	*	31%	*	*	-	-	*	*	30%	*
Science	2017	52%	47%	**44%**	*	45%	*	*	*	-	-	*	43%	15%
	2016	47%	43%	**48%**	*	48%	47%	-	-	-	*	18%	47%	14%
Social Studies	2017	51%	53%	**41%**	*	42%	*	*	*	-	-	*	39%	12%
	2016	47%	47%	**43%**	*	43%	47%	-	-	-	*	18%	42%	15%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**16%**	13%	17%	14%	*	*	-	-	3%	15%	3%
	2016	18%	14%	**16%**	*	16%	16%	*	-	-	71%	4%	15%	3%

District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 808
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**16%**	*	15%	22%	*	*	-	-	*	15%	4%
	2016	17%	12%	**11%**	*	11%	*	*	-	-	*	*	10%	*
Mathematics	2017	23%	17%	**19%**	*	19%	*	*	*	-	-	*	17%	4%
	2016	19%	14%	**18%**	*	18%	*	*	-	-	*	*	17%	5%
Writing	2017	12%	8%	**6%**	*	6%	*	-	-	-	-	*	7%	*
	2016	15%	12%	**5%**	*	5%	*	*	-	-	*	*	5%	*
Science	2017	19%	15%	**14%**	*	14%	*	*	*	-	-	*	13%	*
	2016	16%	13%	**22%**	*	22%	*	-	-	-	*	*	21%	*
Social Studies	2017	27%	26%	**26%**	*	26%	*	*	*	-	-	*	25%	5%
	2016	22%	21%	**26%**	*	26%	38%	-	-	-	*	*	25%	10%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**69%**	76%	69%	60%	*	*	-	-	62%	68%	65%
	2016	62%	62%	**73%**	*	73%	75%	*	-	-	*	65%	73%	72%
Reading	2017	59%	57%	**67%**	*	67%	56%	*	*	-	-	69%	67%	65%
	2016	60%	61%	**71%**	*	72%	65%	*	-	-	*	67%	71%	74%
Mathematics	2017	64%	59%	**71%**	*	72%	*	*	*	-	-	55%	70%	64%
	2016	63%	63%	**75%**	*	75%	85%	*	-	-	*	63%	75%	69%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**22%**	28%	22%	22%	*	*	-	-	15%	22%	16%
	2016	17%	16%	**19%**	*	18%	31%	*	-	-	*	10%	19%	16%
Reading	2017	17%	16%	**24%**	*	24%	40%	*	*	-	-	23%	24%	20%
	2016	16%	16%	**22%**	*	21%	38%	*	-	-	*	15%	22%	22%
Mathematics	2017	20%	16%	**19%**	*	20%	*	*	*	-	-	8%	19%	13%
	2016	17%	15%	**16%**	*	15%	23%	*	-	-	*	6%	15%	10%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**40%**	*	41%	*	-	-	-	-	20%	40%	33%
	2016	35%	35%	**41%**	*	39%	69%	-	-	-	-	13%	40%	27%
Mathematics	2017	43%	44%	**48%**	*	48%	*	-	-	-	-	23%	46%	34%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**68%**	70%	68%	79%	*	*	-	-	32%	68%	31%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**32%**	*	32%	*	*	*	-	-	68%	32%	69%
STAAR Cumulative Met Standard														
	2017	85%	82%	**79%**	73%	79%	80%	*	*	-	-	51%	79%	51%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**81%**	63%	81%	88%	*	*	-	-	46%	81%	67%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**19%**	*	19%	*	*	*	-	-	54%	19%	33%
STAAR Cumulative Met Standard														
	2017	85%	89%	**89%**	78%	90%	88%	*	*	-	-	65%	89%	77%

District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 808
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**73%**	-	-	-	-	-	50%	-	50%	48%	50%	50%
	2016	75%	72%	**73%**	-	-	-	-	-	43%	-	43%	40%	43%	43%
Reading	2017	72%	67%	**72%**	-	-	-	-	-	47%	-	47%	40%	47%	47%
	2016	73%	68%	**72%**	-	-	-	-	-	37%	-	37%	*	37%	36%
Mathematics	2017	79%	77%	**78%**	-	-	-	-	-	58%	-	58%	53%	58%	58%
	2016	76%	76%	**78%**	-	-	-	-	-	58%	-	58%	75%	58%	59%
Writing	2017	67%	66%	**62%**	-	-	-	-	-	42%	-	42%	*	42%	43%
	2016	69%	68%	**57%**	-	-	-	-	-	16%	-	16%	*	16%	16%
Science	2017	79%	76%	**71%**	-	-	-	-	-	44%	-	44%	*	44%	45%
	2016	79%	76%	**77%**	-	-	-	-	-	52%	-	52%	*	52%	52%
Social Studies	2017	77%	79%	**75%**	-	-	-	-	-	52%	-	52%	*	52%	51%
	2016	77%	76%	**77%**	-	-	-	-	-	48%	-	48%	*	48%	47%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**40%**	-	-	-	-	-	11%	-	11%	*	11%	11%
	2016	45%	39%	**41%**	-	-	-	-	-	9%	-	9%	*	9%	9%
Reading	2017	48%	41%	**35%**	-	-	-	-	-	8%	-	8%	*	8%	8%
	2016	46%	38%	**32%**	-	-	-	-	-	3%	-	3%	*	3%	3%
Mathematics	2017	48%	41%	**46%**	-	-	-	-	-	25%	-	25%	*	25%	24%
	2016	43%	38%	**50%**	-	-	-	-	-	23%	-	23%	*	23%	23%
Writing	2017	38%	33%	**30%**	-	-	-	-	-	10%	-	10%	*	10%	9%
	2016	41%	36%	**31%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**44%**	-	-	-	-	-	15%	-	15%	*	15%	15%
	2016	47%	43%	**48%**	-	-	-	-	-	14%	-	14%	*	14%	14%
Social Studies	2017	51%	53%	**41%**	-	-	-	-	-	12%	-	12%	*	12%	12%
	2016	47%	47%	**43%**	-	-	-	-	-	15%	-	15%	*	15%	15%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**16%**	-	-	-	-	-	3%	-	3%	*	3%	3%
	2016	18%	14%	**16%**	-	-	-	-	-	3%	-	3%	*	3%	3%
Reading	2017	19%	14%	**16%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2016	17%	12%	**11%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**19%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2016	19%	14%	**18%**	-	-	-	-	-	5%	-	5%	*	5%	5%
Writing	2017	12%	8%	**6%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**5%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**14%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**22%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**26%**	-	-	-	-	-	*	-	*	*	*	5%
	2016	22%	21%	**26%**	-	-	-	-	-	9%	-	9%	*	9%	10%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**69%**	-	-	-	-	-	64%	-	64%	*	64%	64%
	2016	62%	62%	**73%**	-	-	-	-	-	70%	-	70%	*	70%	70%
Reading	2017	59%	57%	**67%**	-	-	-	-	-	64%	-	64%	*	64%	66%
	2016	60%	61%	**71%**	-	-	-	-	-	74%	-	74%	*	74%	73%
Mathematics	2017	64%	59%	**71%**	-	-	-	-	-	64%	-	64%	*	64%	63%
	2016	63%	63%	**75%**	-	-	-	-	-	66%	-	66%	*	66%	66%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**22%**	-	-	-	-	-	15%	-	15%	*	15%	15%
	2016	17%	16%	**19%**	-	-	-	-	-	18%	-	18%	*	18%	18%
Reading	2017	17%	16%	**24%**	-	-	-	-	-	19%	-	19%	*	19%	19%
	2016	16%	16%	**22%**	-	-	-	-	-	25%	-	25%	*	25%	25%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**19%**	-	-	-	-	-	12%	-	12%	*	12%	11%
	2016	17%	15%	**16%**	-	-	-	-	-	10%	-	10%	*	10%	10%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**40%**	-	-	-	-	-	33%	-	33%	36%	33%	33%
	2016	35%	35%	**41%**	-	-	-	-	-	28%	-	28%	*	28%	27%
Mathematics	2017	43%	44%	**48%**	-	-	-	-	-	35%	-	35%	*	35%	34%

District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 808
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	99%	100%	100%	*	*	-	-	99%	99%	100%
Included in Accountability	94%	94%	**93%**	81%	94%	87%	*	*	-	-	90%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	**5%**	18%	4%	13%	*	*	-	-	9%	5%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	*	-	-	0%	1%	5%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	*	-	-	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	*	-	-	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	95%	*	-	-	100%	100%	99%	99%
Included in Accountability	94%	94%	**92%**	79%	93%	80%	*	-	-	100%	94%	93%	86%
Not Included in Accountability													
Mobile	4%	4%	**6%**	21%	5%	15%	*	-	-	0%	4%	5%	9%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	1%	1%	4%
Not Tested	1%	1%	**1%**	0%	1%	5%	*	-	-	0%	0%	1%	1%
Absent	1%	1%	**1%**	0%	1%	5%	*	-	-	0%	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**94.8%**	93.6%	95.0%	90.5%	*	-	-	*	93.8%	94.8%	94.7%
2014-15	95.7%	95.3%	**94.9%**	90.9%	95.2%	91.9%	-	*	-	*	92.8%	94.8%	95.2%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.5%**	0.0%	0.6%	0.0%	-	*	-	*	0.7%	0.6%	0.0%

District Name: PASADENA ISD
Campus Name: SOUTHMORE INT
Campus Number: 101917047

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 808
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	808	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	392	48.5%	7.2%	7.4%
Grade 8	416	51.5%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	15	1.9%	7.6%	12.6%
Hispanic	759	93.9%	82.7%	52.4%
White	30	3.7%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.2%	0.7%	2.2%
Economically Disadvantaged	704	87.1%	77.8%	59.0%
Non-Educationally Disadvantaged	104	12.9%	22.2%	41.0%
English Language Learners (ELL)	262	32.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	13	1.4%	1.1%	1.4%
At-Risk	523	64.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	82			
By Type of Primary Disability				
Students with Intellectual Disabilities	37	45.1%	47.0%	44.5%
Students with Physical Disabilities	5	6.1%	16.5%	21.9%
Students with Autism	19	23.2%	19.1%	12.5%
Students with Behavioral Disabilities	21	25.6%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	159	17.0%	15.5%	16.2%
By Ethnicity:				
African American	8	0.9%		
Hispanic	129	13.8%		
White	20	2.1%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.5%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	14.3	12.1	16.8
Foreign Languages	2.0	14.1	18.7
Mathematics	12.8	12.6	18.0
Science	17.9	13.1	19.0
Social Studies	15.4	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.8	100.0%	100.0%	100.0%
Professional Staff:	66.1	86.1%	60.0%	64.0%
Teachers	57.1	74.3%	47.3%	50.0%
Professional Support	6.0	7.9%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.9%	2.4%	2.9%
Educational Aides:	10.7	13.9%	11.2%	9.6%
Total Minority Staff:	32.5	42.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	9.1	15.9%	9.4%	10.2%
Hispanic	10.3	18.1%	34.6%	26.6%
White	31.6	55.5%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	4.0	7.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	3.5%	1.1%	1.1%
Males	23.1	40.5%	23.8%	23.7%
Females	33.9	59.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	41.5	72.7%	78.0%	74.5%
Masters	15.6	27.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.0%	7.3%	7.8%
1-5 Years Experience	17.2	30.1%	35.5%	28.0%
6-10 Years Experience	15.8	27.7%	23.5%	20.9%
11-20 Years Experience	17.0	29.8%	23.9%	27.8%
Over 20 Years Experience	3.1	5.4%	9.9%	15.5%
Number of Students per Teacher	14.2	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	12.0	15.3	15.7
Average Years Experience of Assistant Principals with District	12.0	13.7	10.1
Average Years Experience of Teachers:	9.0	9.2	10.9
Average Years Experience of Teachers with District:	6.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,050	$50,819	$46,199
1-5 Years Experience	$52,382	$52,776	$48,779
6-10 Years Experience	$52,889	$54,387	$51,184
11-20 Years Experience	$52,033	$54,825	$54,396
Over 20 Years Experience	$68,518	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,195	$54,351	$52,525
Professional Support	$62,706	$70,369	$61,728
Campus Administration (School Leadership)	$86,260	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	243	30.1%	28.2%	18.8%
Career & Technical Education	32	4.0%	19.9%	25.0%
Gifted & Talented Education	38	4.7%	5.0%	7.8%
Special Education	82	10.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	4.7	8.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.5	0.9%	0.0%	2.8%
Gifted & Talented Education	2.9	5.0%	2.3%	1.9%
Regular Education	39.8	69.7%	62.9%	72.8%
Special Education	9.3	16.2%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MILLER INT**

Campus Number: **101917048**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 846
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**69%**	38%	71%	67%	-	*	-	*	30%	68%	50%
	2016	71%	66%	**61%**	41%	62%	62%	*	*	-	*	25%	59%	39%
Mathematics	2017	70%	70%	**63%**	36%	64%	*	-	-	-	*	33%	62%	55%
	2016	69%	63%	**56%**	*	57%	70%	*	*	-	*	21%	54%	45%
Writing	2017	70%	67%	**62%**	44%	63%	54%	-	*	-	*	13%	59%	40%
	2016	69%	65%	**63%**	47%	64%	54%	*	*	-	*	25%	60%	36%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**81%**	69%	82%	80%	*	*	-	-	40%	81%	63%
	2016	87%	84%	**79%**	81%	78%	83%	-	100%	-	*	46%	77%	47%
Mathematics	2017	85%	89%	**93%**	83%	93%	94%	*	*	-	-	63%	92%	90%
	2016	82%	87%	**81%**	71%	82%	84%	-	*	-	*	49%	80%	69%
Science	2017	76%	76%	**80%**	54%	80%	86%	*	*	-	-	49%	78%	61%
	2016	75%	75%	**77%**	80%	76%	94%	-	*	-	*	44%	76%	54%
Social Studies	2017	63%	65%	**71%**	54%	71%	80%	*	*	-	-	41%	69%	46%
	2016	63%	63%	**64%**	84%	62%	82%	-	*	-	*	40%	62%	31%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**99%**	*	99%	*	-	*	-	-	*	99%	*
	2016	78%	75%	**97%**	88%	98%	*	-	*	-	*	*	96%	86%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**76%**	54%	76%	77%	*	100%	-	86%	39%	74%	57%
	2016	75%	72%	**70%**	67%	70%	78%	*	93%	-	*	37%	68%	46%
Reading	2017	72%	67%	**76%**	52%	76%	74%	*	*	-	*	35%	75%	56%
	2016	73%	68%	**70%**	65%	70%	74%	*	100%	-	*	36%	68%	43%

District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 846
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**82%**	62%	83%	86%	*	*	-	*	50%	81%	71%
	2016	76%	76%	**74%**	58%	75%	81%	*	100%	-	*	37%	72%	58%
Writing	2017	67%	66%	**62%**	44%	63%	54%	-	*	-	*	13%	59%	40%
	2016	69%	68%	**63%**	47%	64%	54%	*	*	-	*	25%	60%	36%
Science	2017	79%	76%	**80%**	54%	80%	86%	*	*	-	-	49%	78%	61%
	2016	79%	76%	**77%**	80%	76%	94%	-	*	-	*	44%	76%	54%
Social Studies	2017	77%	79%	**71%**	54%	71%	80%	*	*	-	-	41%	69%	46%
	2016	77%	76%	**64%**	84%	62%	82%	-	*	-	*	40%	62%	31%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**44%**	24%	45%	55%	*	*	-	*	18%	42%	14%
	2016	45%	39%	**38%**	34%	38%	32%	*	88%	-	*	9%	35%	12%
Reading	2017	48%	41%	**40%**	*	40%	56%	*	*	-	*	15%	38%	11%
	2016	46%	38%	**34%**	27%	34%	29%	*	88%	-	*	*	31%	8%
Mathematics	2017	48%	41%	**52%**	34%	53%	57%	*	*	-	*	19%	50%	29%
	2016	43%	38%	**39%**	32%	39%	48%	*	88%	-	*	8%	37%	22%
Writing	2017	38%	33%	**31%**	*	32%	54%	-	*	-	*	*	29%	13%
	2016	41%	36%	**30%**	*	31%	*	*	*	-	*	*	27%	11%
Science	2017	52%	47%	**49%**	*	49%	64%	*	*	-	-	27%	47%	20%
	2016	47%	43%	**46%**	52%	44%	59%	-	*	-	*	15%	43%	15%
Social Studies	2017	51%	53%	**39%**	*	39%	53%	*	*	-	-	25%	37%	11%
	2016	47%	47%	**31%**	43%	29%	35%	-	*	-	*	*	30%	6%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	6%	17%	26%	*	53%	-	*	2%	15%	4%
	2016	18%	14%	**14%**	16%	13%	17%	*	76%	-	*	3%	12%	3%

District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 846
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**16%**	*	16%	26%	*	*	-	*	*	14%	3%
	2016	17%	12%	**14%**	14%	13%	16%	*	88%	-	*	*	12%	3%
Mathematics	2017	23%	17%	**20%**	*	20%	25%	*	*	-	*	*	18%	8%
	2016	19%	14%	**13%**	*	12%	16%	*	75%	-	*	*	12%	5%
Writing	2017	12%	8%	**7%**	*	7%	*	-	*	-	*	*	6%	*
	2016	15%	12%	**7%**	*	7%	*	*	*	-	*	*	7%	*
Science	2017	19%	15%	**17%**	*	17%	*	*	*	-	-	*	15%	*
	2016	16%	13%	**18%**	32%	16%	*	-	*	-	*	*	16%	*
Social Studies	2017	27%	26%	**21%**	*	20%	40%	*	*	-	-	*	19%	5%
	2016	22%	21%	**17%**	24%	16%	*	-	*	-	*	*	15%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**75%**	64%	75%	71%	*	*	-	*	68%	74%	74%
	2016	62%	62%	**69%**	59%	69%	73%	*	100%	-	*	57%	68%	64%
Reading	2017	59%	57%	**70%**	*	71%	64%	*	*	-	*	64%	70%	70%
	2016	60%	61%	**69%**	63%	69%	67%	*	*	-	*	62%	69%	68%
Mathematics	2017	64%	59%	**80%**	71%	80%	77%	*	*	-	*	72%	79%	78%
	2016	63%	63%	**69%**	55%	69%	80%	*	100%	-	*	53%	68%	60%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**24%**	16%	24%	27%	*	*	-	*	14%	23%	19%
	2016	17%	16%	**18%**	17%	16%	28%	*	69%	-	*	12%	17%	15%
Reading	2017	17%	16%	**26%**	*	26%	36%	*	*	-	*	18%	25%	21%
	2016	16%	16%	**20%**	20%	19%	33%	*	*	-	*	16%	20%	21%
Mathematics	2017	20%	16%	**22%**	21%	23%	19%	*	*	-	*	11%	22%	17%
	2016	17%	15%	**15%**	15%	14%	23%	*	88%	-	*	7%	14%	8%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**44%**	*	45%	*	*	-	-	-	14%	44%	38%
	2016	35%	35%	**33%**	29%	33%	56%	*	*	-	*	18%	32%	26%
Mathematics	2017	43%	44%	**60%**	41%	61%	*	-	-	-	*	37%	59%	57%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**72%**	46%	73%	63%	*	*	-	-	28%	70%	44%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**28%**	54%	27%	38%	*	*	-	-	72%	30%	56%
STAAR Cumulative Met Standard														
	2017	85%	82%	**81%**	69%	81%	80%	*	*	-	-	40%	80%	59%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**83%**	58%	83%	89%	*	*	-	-	43%	82%	74%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**17%**	42%	17%	*	*	*	-	-	57%	18%	26%
STAAR Cumulative Met Standard														
	2017	85%	89%	**93%**	83%	93%	94%	*	*	-	-	62%	93%	89%

District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 846
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	78%	-	-	78%	-	57%	-	57%	47%	58%	57%
	2016	75%	72%	**70%**	72%	-	-	72%	-	45%	-	45%	35%	47%	46%
Reading	2017	72%	67%	**76%**	94%	-	-	94%	-	54%	-	54%	40%	57%	56%
	2016	73%	68%	**70%**	71%	-	-	71%	-	41%	-	41%	38%	43%	43%
Mathematics	2017	79%	77%	**82%**	88%	-	-	88%	-	71%	-	71%	60%	73%	71%
	2016	76%	76%	**74%**	79%	-	-	79%	-	59%	-	59%	33%	60%	58%
Writing	2017	67%	66%	**62%**	63%	-	-	63%	-	40%	-	40%	*	42%	40%
	2016	69%	68%	**63%**	78%	-	-	78%	-	35%	-	35%	*	39%	36%
Science	2017	79%	76%	**80%**	71%	-	-	71%	-	60%	-	60%	60%	61%	61%
	2016	79%	76%	**77%**	100%	-	-	100%	-	50%	-	50%	*	53%	54%
Social Studies	2017	77%	79%	**71%**	*	-	-	*	-	46%	-	46%	45%	46%	46%
	2016	77%	76%	**64%**	*	-	-	*	-	31%	-	31%	*	31%	31%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**44%**	31%	-	-	31%	-	13%	-	13%	*	15%	14%
	2016	45%	39%	**38%**	*	-	-	*	-	12%	-	12%	*	14%	12%
Reading	2017	48%	41%	**40%**	*	-	-	*	-	10%	-	10%	*	11%	11%
	2016	46%	38%	**34%**	*	-	-	*	-	8%	-	8%	*	9%	8%
Mathematics	2017	48%	41%	**52%**	44%	-	-	44%	-	28%	-	28%	*	30%	29%
	2016	43%	38%	**39%**	50%	-	-	50%	-	21%	-	21%	*	24%	22%
Writing	2017	38%	33%	**31%**	*	-	-	*	-	13%	-	13%	*	15%	13%
	2016	41%	36%	**30%**	*	-	-	*	-	11%	-	11%	*	13%	11%
Science	2017	52%	47%	**49%**	*	-	-	*	-	19%	-	19%	*	22%	20%
	2016	47%	43%	**46%**	*	-	-	*	-	16%	-	16%	*	16%	15%
Social Studies	2017	51%	53%	**39%**	*	-	-	*	-	13%	-	13%	*	12%	11%
	2016	47%	47%	**31%**	*	-	-	*	-	*	-	*	*	*	6%

District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 846
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	*	-	-	*	-	5%	-	5%	*	5%	4%
	2016	18%	14%	**14%**	*	-	-	*	-	3%	-	3%	*	3%	3%
Reading	2017	19%	14%	**16%**	*	-	-	*	-	3%	-	3%	*	3%	3%
	2016	17%	12%	**14%**	*	-	-	*	-	3%	-	3%	*	3%	3%
Mathematics	2017	23%	17%	**20%**	*	-	-	*	-	8%	-	8%	*	9%	8%
	2016	19%	14%	**13%**	*	-	-	*	-	5%	-	5%	*	5%	5%
Writing	2017	12%	8%	**7%**	*	-	-	*	-	*	-	*	*	*	*
	2016	15%	12%	**7%**	*	-	-	*	-	*	-	*	*	*	*
Science	2017	19%	15%	**17%**	*	-	-	*	-	*	-	*	*	*	*
	2016	16%	13%	**18%**	*	-	-	*	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**21%**	*	-	-	*	-	6%	-	6%	*	5%	5%
	2016	22%	21%	**17%**	*	-	-	*	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**75%**	77%	-	-	77%	-	75%	-	75%	82%	75%	75%
	2016	62%	62%	**69%**	*	-	-	*	-	59%	-	59%	71%	61%	62%
Reading	2017	59%	57%	**70%**	*	-	-	*	-	69%	-	69%	84%	70%	71%
	2016	60%	61%	**69%**	*	-	-	*	-	64%	-	64%	76%	65%	66%
Mathematics	2017	64%	59%	**80%**	*	-	-	*	-	80%	-	80%	*	79%	79%
	2016	63%	63%	**69%**	*	-	-	*	-	54%	-	54%	*	57%	58%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**24%**	23%	-	-	23%	-	21%	-	21%	24%	21%	21%
	2016	17%	16%	**18%**	*	-	-	*	-	14%	-	14%	14%	14%	14%
Reading	2017	17%	16%	**26%**	*	-	-	*	-	24%	-	24%	26%	24%	24%
	2016	16%	16%	**20%**	*	-	-	*	-	21%	-	21%	24%	21%	21%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**22%**	*	-	-	*	-	17%	-	17%	*	18%	18%
	2016	17%	15%	**15%**	*	-	-	*	-	7%	-	7%	*	7%	7%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**44%**	88%	-	-	88%	-	37%	-	37%	*	40%	38%
	2016	35%	35%	**33%**	*	-	-	*	-	25%	-	25%	*	27%	26%
Mathematics	2017	43%	44%	**60%**	*	-	-	*	-	55%	-	55%	57%	57%	57%

District Name: PASADENA ISD
Campus Name: MILLER INT
Campus Number: 101917048

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 846
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	97%	100%	100%	-	78%	96%	99%	99%
Included in Accountability	94%	94%	**92%**	73%	93%	91%	50%	100%	-	78%	92%	93%	89%
Not Included in Accountability													
Mobile	4%	4%	**6%**	26%	4%	7%	50%	0%	-	0%	4%	4%	5%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	0%	0%	-	0%	0%	1%	5%
Not Tested	1%	1%	**1%**	1%	1%	3%	0%	0%	-	22%	4%	1%	1%
Absent	1%	1%	**1%**	1%	1%	3%	0%	0%	-	22%	4%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	100%	*	100%	-	100%	99%	99%	100%
Included in Accountability	94%	94%	**91%**	81%	92%	92%	*	100%	-	100%	88%	92%	85%
Not Included in Accountability													
Mobile	4%	4%	**6%**	18%	6%	8%	*	0%	-	0%	11%	5%	8%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	*	0%	-	0%	0%	2%	7%
Not Tested	1%	1%	**1%**	1%	1%	0%	*	0%	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	1%	1%	0%	*	0%	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.3%**	94.2%	95.4%	93.6%	*	98.1%	-	*	93.2%	95.1%	95.8%
2014-15	95.7%	95.3%	**95.4%**	93.8%	95.6%	92.2%	*	98.0%	*	*	93.0%	95.3%	95.8%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.8%	0.1%	0.4%
2014-15	0.3%	0.3%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	846	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	403	47.6%	7.2%	7.4%
Grade 8	443	52.4%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	39	4.6%	7.6%	12.6%
Hispanic	767	90.7%	82.7%	52.4%
White	32	3.8%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	4	0.5%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.4%	0.7%	2.2%
Economically Disadvantaged	713	84.3%	77.8%	59.0%
Non-Educationally Disadvantaged	133	15.7%	22.2%	41.0%
English Language Learners (ELL)	255	30.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	13	1.3%	1.1%	1.4%
At-Risk	424	50.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	106			
By Type of Primary Disability				
Students with Intellectual Disabilities	60	56.6%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	31	29.2%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	146	14.9%	15.5%	16.2%
By Ethnicity:				
African American	33	3.4%		
Hispanic	107	10.9%		
White	4	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	1.1%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	13.9	12.1	16.8
Foreign Languages	14.8	14.1	18.7
Mathematics	13.9	12.6	18.0
Science	15.6	13.1	19.0
Social Studies	16.5	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	93.0	100.0%	100.0%	100.0%
Professional Staff:	78.5	84.4%	60.0%	64.0%
Teachers	65.1	70.0%	47.3%	50.0%
Professional Support	9.4	10.1%	9.3%	10.0%
Campus Administration (School Leadership)	4.0	4.3%	2.4%	2.9%
Educational Aides:	14.5	15.6%	11.2%	9.6%
Total Minority Staff:	54.3	58.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	8.1	12.5%	9.4%	10.2%
Hispanic	24.3	37.4%	34.6%	26.6%
White	31.6	48.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.5%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	17.7	27.2%	23.8%	23.7%
Females	47.4	72.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	57.6	88.5%	78.0%	74.5%
Masters	6.5	10.0%	20.0%	23.6%
Doctorate	1.0	1.5%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.5	10.0%	7.3%	7.8%
1-5 Years Experience	36.8	56.5%	35.5%	28.0%
6-10 Years Experience	9.7	14.9%	23.5%	20.9%
11-20 Years Experience	9.1	14.0%	23.9%	27.8%
Over 20 Years Experience	3.0	4.6%	9.9%	15.5%
Number of Students per Teacher	13.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	20.4	19.5
Average Years Experience of Principals with District	15.0	19.3	12.2
Average Years Experience of Assistant Principals	8.0	15.3	15.7
Average Years Experience of Assistant Principals with District	6.7	13.7	10.1
Average Years Experience of Teachers:	6.2	9.2	10.9
Average Years Experience of Teachers with District:	4.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,002	$50,819	$46,199
1-5 Years Experience	$52,941	$52,776	$48,779
6-10 Years Experience	$55,410	$54,387	$51,184
11-20 Years Experience	$52,247	$54,825	$54,396
Over 20 Years Experience	$61,909	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,831	$54,351	$52,525
Professional Support	$63,464	$70,369	$61,728
Campus Administration (School Leadership)	$81,609	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	368	43.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	67	7.9%	5.0%	7.8%
Special Education	106	12.5%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.4%	15.3%	6.0%
Career & Technical Education	0.1	0.1%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	6.4	9.8%	2.3%	1.9%
Regular Education	46.4	71.2%	62.9%	72.8%
Special Education	11.3	17.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMPSON INT**

Campus Number: **101917049**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 988
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**80%**	66%	80%	92%	*	85%	*	80%	24%	78%	57%
	2016	71%	66%	**72%**	72%	70%	78%	*	87%	-	*	31%	68%	18%
Mathematics	2017	70%	70%	**72%**	59%	73%	78%	*	84%	*	*	25%	70%	60%
	2016	69%	63%	**59%**	47%	61%	75%	*	74%	-	*	25%	56%	41%
Writing	2017	70%	67%	**70%**	55%	71%	78%	*	80%	*	82%	20%	68%	52%
	2016	69%	65%	**73%**	67%	71%	81%	*	91%	-	*	31%	68%	39%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**87%**	85%	86%	94%	-	93%	-	100%	39%	86%	46%
	2016	87%	84%	**89%**	91%	89%	84%	-	95%	*	*	45%	87%	68%
Mathematics	2017	85%	89%	**89%**	84%	89%	93%	-	97%	-	100%	55%	88%	82%
	2016	82%	87%	**86%**	85%	84%	84%	-	100%	*	*	33%	82%	73%
Science	2017	76%	76%	**77%**	70%	75%	87%	-	91%	-	100%	25%	75%	43%
	2016	75%	75%	**82%**	89%	79%	79%	-	93%	-	*	37%	78%	62%
Social Studies	2017	63%	65%	**67%**	58%	65%	79%	-	89%	-	78%	20%	63%	36%
	2016	63%	63%	**74%**	75%	70%	74%	-	91%	-	100%	26%	71%	41%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	*
	2016	78%	75%	**99%**	100%	99%	100%	-	100%	-	*	*	99%	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**79%**	70%	78%	87%	83%	90%	*	90%	30%	76%	54%
	2016	75%	72%	**78%**	74%	76%	80%	*	92%	*	82%	32%	74%	49%
Reading	2017	72%	67%	**84%**	77%	83%	93%	*	89%	*	89%	32%	82%	51%
	2016	73%	68%	**80%**	79%	79%	81%	*	91%	*	78%	37%	77%	43%

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 988
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**85%**	76%	85%	90%	*	94%	*	95%	41%	82%	73%
	2016	76%	76%	**78%**	67%	78%	84%	*	94%	*	90%	29%	74%	58%
Writing	2017	67%	66%	**70%**	55%	71%	78%	*	80%	*	82%	20%	68%	52%
	2016	69%	68%	**73%**	67%	71%	81%	*	91%	-	*	31%	68%	39%
Science	2017	79%	76%	**77%**	70%	75%	87%	-	91%	-	100%	25%	75%	43%
	2016	79%	76%	**82%**	89%	79%	79%	-	93%	-	*	37%	78%	62%
Social Studies	2017	77%	79%	**67%**	58%	65%	79%	-	89%	-	78%	20%	63%	36%
	2016	77%	76%	**74%**	75%	70%	74%	-	91%	-	100%	26%	71%	41%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**45%**	28%	44%	61%	*	72%	*	65%	6%	42%	*
	2016	45%	39%	**46%**	37%	44%	54%	*	75%	*	*	6%	42%	*
Reading	2017	48%	41%	**48%**	34%	46%	67%	*	67%	*	63%	7%	44%	*
	2016	46%	38%	**47%**	43%	44%	51%	*	69%	*	*	10%	43%	*
Mathematics	2017	48%	41%	**44%**	24%	44%	52%	*	72%	*	65%	11%	43%	21%
	2016	43%	38%	**44%**	30%	42%	52%	*	75%	*	60%	7%	39%	16%
Writing	2017	38%	33%	**35%**	18%	36%	41%	*	49%	*	*	*	29%	*
	2016	41%	36%	**39%**	30%	36%	43%	*	77%	-	*	*	33%	*
Science	2017	52%	47%	**46%**	32%	41%	66%	-	79%	-	67%	11%	41%	*
	2016	47%	43%	**49%**	39%	47%	51%	-	78%	-	*	*	46%	*
Social Studies	2017	51%	53%	**33%**	21%	29%	55%	-	64%	-	*	*	27%	*
	2016	47%	47%	**41%**	46%	35%	51%	-	63%	-	*	*	37%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	7%	15%	27%	*	41%	*	19%	4%	14%	9%
	2016	18%	14%	**18%**	14%	15%	21%	*	40%	*	15%	4%	15%	3%

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 988
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**22%**	11%	21%	37%	*	37%	*	32%	6%	19%	*
	2016	17%	12%	**20%**	19%	18%	25%	*	37%	*	*	*	19%	*
Mathematics	2017	23%	17%	**16%**	4%	13%	25%	*	52%	*	*	*	14%	14%
	2016	19%	14%	**15%**	7%	13%	22%	*	41%	*	*	*	13%	*
Writing	2017	12%	8%	**8%**	*	9%	*	*	13%	*	*	*	6%	*
	2016	15%	12%	**12%**	9%	9%	17%	*	33%	-	*	*	8%	*
Science	2017	19%	15%	**15%**	8%	13%	17%	-	48%	-	*	*	13%	*
	2016	16%	13%	**20%**	14%	18%	14%	-	45%	-	*	*	16%	*
Social Studies	2017	27%	26%	**18%**	9%	15%	36%	-	43%	-	*	*	13%	*
	2016	22%	21%	**22%**	25%	18%	24%	-	45%	-	*	*	19%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**64%**	63%	63%	65%	*	70%	*	*	60%	65%	64%
	2016	62%	62%	**65%**	64%	63%	64%	*	78%	*	*	58%	63%	61%
Reading	2017	59%	57%	**67%**	63%	67%	72%	*	65%	*	*	62%	67%	70%
	2016	60%	61%	**66%**	69%	64%	63%	*	77%	*	*	58%	66%	63%
Mathematics	2017	64%	59%	**61%**	63%	59%	59%	*	75%	*	*	*	63%	58%
	2016	63%	63%	**64%**	58%	63%	65%	*	79%	*	*	*	61%	60%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**16%**	14%	14%	20%	*	32%	*	*	16%	15%	20%
	2016	17%	16%	**16%**	13%	15%	12%	*	26%	*	*	11%	16%	11%
Reading	2017	17%	16%	**21%**	23%	20%	24%	*	22%	*	*	26%	21%	28%
	2016	16%	16%	**19%**	21%	19%	11%	*	20%	*	*	18%	19%	18%
Mathematics	2017	20%	16%	**12%**	5%	9%	15%	*	43%	*	*	*	9%	12%
	2016	17%	15%	**13%**	6%	12%	12%	*	33%	*	*	*	12%	5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**46%**	47%	46%	50%	-	38%	*	*	17%	47%	33%
	2016	35%	35%	**36%**	42%	38%	*	*	*	-	*	18%	31%	23%
Mathematics	2017	43%	44%	**56%**	55%	55%	*	-	88%	*	*	29%	53%	64%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**80%**	71%	80%	90%	-	85%	-	89%	28%	76%	30%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**20%**	29%	20%	10%	-	15%	-	*	72%	24%	70%
STAAR Cumulative Met Standard														
	2017	85%	82%	**87%**	85%	86%	94%	-	89%	-	100%	40%	85%	42%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**77%**	69%	74%	91%	-	91%	-	93%	32%	74%	61%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**23%**	31%	26%	*	-	*	-	*	68%	26%	39%
STAAR Cumulative Met Standard														
	2017	85%	89%	**89%**	84%	89%	93%	-	97%	-	100%	55%	88%	79%

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 988
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**79%**	-	-	-	-	-	51%	-	51%	60%	51%	54%
	2016	75%	72%	**78%**	-	-	-	-	-	47%	-	47%	54%	47%	49%
Reading	2017	72%	67%	**84%**	-	-	-	-	-	43%	-	43%	71%	43%	51%
	2016	73%	68%	**80%**	-	-	-	-	-	38%	-	38%	53%	38%	43%
Mathematics	2017	79%	77%	**85%**	-	-	-	-	-	74%	-	74%	71%	74%	73%
	2016	76%	76%	**78%**	-	-	-	-	-	50%	-	50%	76%	50%	58%
Writing	2017	67%	66%	**70%**	-	-	-	-	-	46%	-	46%	63%	46%	52%
	2016	69%	68%	**73%**	-	-	-	-	-	38%	-	38%	*	38%	39%
Science	2017	79%	76%	**77%**	-	-	-	-	-	45%	-	45%	*	45%	43%
	2016	79%	76%	**82%**	-	-	-	-	-	68%	-	68%	50%	68%	62%
Social Studies	2017	77%	79%	**67%**	-	-	-	-	-	36%	-	36%	*	36%	36%
	2016	77%	76%	**74%**	-	-	-	-	-	47%	-	47%	*	47%	41%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**45%**	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	39%	**46%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	41%	**48%**	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	38%	**47%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	41%	**44%**	-	-	-	-	-	*	-	*	43%	*	21%
	2016	43%	38%	**44%**	-	-	-	-	-	*	-	*	*	*	16%
Writing	2017	38%	33%	**35%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**39%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**46%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	43%	**49%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	51%	53%	**33%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**41%**	-	-	-	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 988
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	-	-	-	-	-	8%	-	8%	13%	8%	9%
	2016	18%	14%	**18%**	-	-	-	-	-	*	-	*	*	*	3%
Reading	2017	19%	14%	**22%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	**20%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**16%**	-	-	-	-	-	*	-	*	*	*	14%
	2016	19%	14%	**15%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	8%	**8%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**15%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**20%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	26%	**18%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**22%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**64%**	-	-	-	-	-	77%	-	77%	67%	77%	74%
	2016	62%	62%	**65%**	-	-	-	-	-	62%	-	62%	67%	62%	63%
Reading	2017	59%	57%	**67%**	-	-	-	-	-	77%	-	77%	67%	77%	74%
	2016	60%	61%	**66%**	-	-	-	-	-	59%	-	59%	60%	59%	59%
Mathematics	2017	64%	59%	**61%**	-	-	-	-	-	77%	-	77%	*	77%	74%
	2016	63%	63%	**64%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**16%**	-	-	-	-	-	21%	-	21%	42%	21%	27%
	2016	17%	16%	**16%**	-	-	-	-	-	11%	-	11%	23%	11%	15%
Reading	2017	17%	16%	**21%**	-	-	-	-	-	29%	-	29%	58%	29%	36%
	2016	16%	16%	**19%**	-	-	-	-	-	18%	-	18%	33%	18%	22%

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 988
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**12%**	-	-	-	-	-	14%	-	14%	*	14%	17%
	2016	17%	15%	**13%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**46%**	-	-	-	-	-	31%	-	31%	*	31%	33%
	2016	35%	35%	**36%**	-	-	-	-	-	16%	-	16%	42%	16%	23%
Mathematics	2017	43%	44%	**56%**	-	-	-	-	-	67%	-	67%	*	67%	64%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	100%	99%	100%	100%	*	96%	99%	99%	100%
Included in Accountability	94%	94%	**94%**	93%	94%	96%	100%	95%	*	96%	96%	94%	71%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	4%	3%	0%	2%	*	0%	3%	4%	12%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	0%	3%	*	0%	0%	1%	17%
Not Tested	1%	1%	**1%**	1%	0%	1%	0%	0%	*	4%	1%	1%	0%
Absent	1%	1%	**0%**	1%	0%	1%	0%	0%	*	4%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	*	100%	99%	100%	99%
Included in Accountability	94%	94%	**94%**	92%	95%	90%	60%	98%	*	76%	96%	93%	76%
Not Included in Accountability													
Mobile	4%	4%	**5%**	8%	4%	7%	0%	1%	*	24%	3%	6%	13%
Other Exclusions	1%	1%	**1%**	0%	1%	1%	40%	1%	*	0%	0%	1%	10%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	*	0%	1%	0%	1%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	*	0%	1%	0%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.0%**	95.8%	95.9%	94.7%	*	98.5%	*	94.4%	94.0%	95.6%	95.5%
2014-15	95.7%	95.3%	**96.5%**	96.5%	96.4%	95.0%	*	98.4%	*	97.3%	94.3%	96.1%	95.8%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.2%**	0.0%	0.2%	1.0%	*	0.0%	*	0.0%	1.0%	0.3%	1.4%

District Name: PASADENA ISD
Campus Name: THOMPSON INT
Campus Number: 101917049

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 988
Grade Span: 07 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	988	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	476	48.2%	7.2%	7.4%
Grade 8	512	51.8%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	169	17.1%	7.6%	12.6%
Hispanic	619	62.7%	82.7%	52.4%
White	95	9.6%	5.9%	28.1%
American Indian	4	0.4%	0.1%	0.4%
Asian	84	8.5%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	16	1.6%	0.7%	2.2%
Economically Disadvantaged	630	63.8%	77.8%	59.0%
Non-Educationally Disadvantaged	358	36.2%	22.2%	41.0%
English Language Learners (ELL)	67	6.8%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	16	1.5%	1.1%	1.4%
At-Risk	458	46.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	91			
By Type of Primary Disability				
Students with Intellectual Disabilities	55	60.4%	47.0%	44.5%
Students with Physical Disabilities	5	5.5%	16.5%	21.9%
Students with Autism	10	11.0%	19.1%	12.5%
Students with Behavioral Disabilities	21	23.1%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	106	10.1%	15.5%	16.2%
By Ethnicity:				
African American	23	2.2%		
Hispanic	58	5.5%		
White	17	1.6%		
American Indian	0	0.0%		
Asian	3	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.5%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.2%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	18.0	12.1	16.8
Foreign Languages	20.9	14.1	18.7
Mathematics	16.2	12.6	18.0
Science	17.2	13.1	19.0
Social Studies	17.8	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.9	100.0%	100.0%	100.0%
Professional Staff:	72.0	91.2%	60.0%	64.0%
Teachers	61.8	78.4%	47.3%	50.0%
Professional Support	6.1	7.8%	9.3%	10.0%
Campus Administration (School Leadership)	4.0	5.1%	2.4%	2.9%
Educational Aides:	6.9	8.8%	11.2%	9.6%
Total Minority Staff:	33.0	41.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	9.2	14.8%	9.4%	10.2%
Hispanic	12.2	19.7%	34.6%	26.6%
White	35.9	58.0%	51.8%	59.8%
American Indian	2.0	3.2%	0.2%	0.4%
Asian	1.7	2.7%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.9	1.5%	1.1%	1.1%
Males	18.1	29.3%	23.8%	23.7%
Females	43.7	70.7%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	44.7	72.3%	78.0%	74.5%
Masters	16.1	26.1%	20.0%	23.6%
Doctorate	1.0	1.6%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	8.1%	7.3%	7.8%
1-5 Years Experience	30.6	49.5%	35.5%	28.0%
6-10 Years Experience	12.0	19.5%	23.5%	20.9%
11-20 Years Experience	9.4	15.3%	23.9%	27.8%
Over 20 Years Experience	4.7	7.6%	9.9%	15.5%
Number of Students per Teacher	16.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	17.7	15.3	15.7
Average Years Experience of Assistant Principals with District	9.7	13.7	10.1
Average Years Experience of Teachers:	7.6	9.2	10.9
Average Years Experience of Teachers with District:	6.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,916	$50,819	$46,199
1-5 Years Experience	$53,720	$52,776	$48,779
6-10 Years Experience	$61,094	$54,387	$51,184
11-20 Years Experience	$58,603	$54,825	$54,396
Over 20 Years Experience	$63,144	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,395	$54,351	$52,525
Professional Support	$63,086	$70,369	$61,728
Campus Administration (School Leadership)	$83,834	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	51	5.2%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	81	8.2%	5.0%	7.8%
Special Education	91	9.2%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	8.5	13.7%	2.3%	1.9%
Regular Education	41.2	66.5%	62.9%	72.8%
Special Education	11.3	18.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BONDY INT**

Campus Number: **101917051**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Student Progress

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 989
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	72%	**81%**	62%	80%	86%	-	96%	-	*	43%	78%	56%
	2016	71%	66%	**72%**	75%	68%	80%	-	83%	-	83%	36%	66%	37%
Mathematics	2017	70%	70%	**70%**	60%	68%	81%	-	92%	-	*	49%	70%	53%
	2016	69%	63%	**69%**	58%	68%	71%	-	85%	-	*	39%	66%	49%
Writing	2017	70%	67%	**75%**	65%	74%	77%	-	88%	-	*	36%	74%	38%
	2016	69%	65%	**70%**	83%	67%	77%	-	83%	-	83%	32%	64%	28%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**87%**	73%	87%	89%	-	93%	-	86%	55%	87%	63%
	2016	87%	84%	**89%**	95%	88%	97%	*	86%	-	86%	57%	89%	67%
Mathematics	2017	85%	89%	**93%**	83%	93%	93%	-	96%	-	*	73%	92%	80%
	2016	82%	87%	**95%**	100%	95%	96%	*	95%	-	91%	67%	95%	89%
Science	2017	76%	76%	**80%**	82%	78%	82%	-	93%	-	100%	51%	79%	42%
	2016	75%	75%	**75%**	85%	73%	82%	*	85%	-	71%	37%	73%	48%
Social Studies	2017	63%	65%	**67%**	55%	66%	68%	-	81%	-	71%	42%	66%	18%
	2016	63%	63%	**72%**	75%	68%	85%	*	85%	-	100%	34%	69%	42%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	80%	**100%**	-	100%	100%	-	100%	-	100%	-	100%	-
	2016	78%	75%	**100%**	*	100%	100%	*	100%	-	-	-	100%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**80%**	66%	79%	83%	-	92%	-	91%	51%	79%	50%
	2016	75%	72%	**79%**	84%	77%	85%	63%	87%	-	85%	43%	76%	51%
Reading	2017	72%	67%	**84%**	65%	84%	88%	-	94%	-	89%	50%	82%	59%
	2016	73%	68%	**81%**	88%	79%	88%	*	84%	-	85%	46%	78%	52%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 989
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	**85%**	68%	84%	90%	-	96%	-	100%	63%	84%	65%
	2016	76%	76%	**86%**	84%	86%	87%	*	92%	-	85%	52%	84%	69%
Writing	2017	67%	66%	**75%**	65%	74%	77%	-	88%	-	*	36%	74%	38%
	2016	69%	68%	**70%**	83%	67%	77%	-	83%	-	83%	32%	64%	28%
Science	2017	79%	76%	**80%**	82%	78%	82%	-	93%	-	100%	51%	79%	42%
	2016	79%	76%	**75%**	85%	73%	82%	*	85%	-	71%	37%	73%	48%
Social Studies	2017	77%	79%	**67%**	55%	66%	68%	-	81%	-	71%	42%	66%	18%
	2016	77%	76%	**72%**	75%	68%	85%	*	85%	-	100%	34%	69%	42%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**51%**	32%	48%	58%	-	77%	-	67%	28%	46%	*
	2016	45%	39%	**51%**	48%	48%	62%	*	72%	-	54%	9%	46%	15%
Reading	2017	48%	41%	**47%**	38%	43%	59%	-	75%	-	78%	22%	43%	*
	2016	46%	38%	**44%**	45%	41%	56%	*	58%	-	54%	6%	41%	15%
Mathematics	2017	48%	41%	**55%**	32%	53%	59%	-	82%	-	67%	33%	52%	18%
	2016	43%	38%	**58%**	48%	56%	63%	*	83%	-	54%	13%	55%	24%
Writing	2017	38%	33%	**39%**	31%	35%	52%	-	65%	-	*	14%	33%	*
	2016	41%	36%	**46%**	*	42%	58%	-	74%	-	*	*	40%	*
Science	2017	52%	47%	**56%**	*	53%	62%	-	77%	-	71%	35%	52%	*
	2016	47%	43%	**46%**	40%	43%	65%	*	83%	-	*	14%	42%	19%
Social Studies	2017	51%	53%	**39%**	*	35%	42%	-	62%	-	71%	24%	35%	*
	2016	47%	47%	**37%**	30%	35%	48%	*	58%	-	*	*	31%	15%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**19%**	14%	16%	27%	-	46%	-	35%	9%	16%	1%
	2016	18%	14%	**20%**	16%	18%	25%	*	42%	-	24%	4%	17%	4%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 989
Grade Span: 07 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**21%**	22%	15%	34%	-	49%	-	*	6%	16%	*
	2016	17%	12%	**16%**	*	14%	25%	*	29%	-	*	*	14%	*
Mathematics	2017	23%	17%	**22%**	*	19%	29%	-	48%	-	*	13%	18%	*
	2016	19%	14%	**23%**	19%	21%	24%	*	50%	-	*	5%	21%	5%
Writing	2017	12%	8%	**8%**	*	6%	11%	-	31%	-	*	*	6%	*
	2016	15%	12%	**18%**	*	16%	17%	-	33%	-	*	*	15%	*
Science	2017	19%	15%	**20%**	*	18%	21%	-	44%	-	*	14%	17%	*
	2016	16%	13%	**20%**	*	18%	28%	*	58%	-	*	*	16%	8%
Social Studies	2017	27%	26%	**23%**	*	18%	30%	-	56%	-	71%	*	21%	*
	2016	22%	21%	**22%**	*	20%	31%	*	58%	-	*	*	18%	8%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**68%**	54%	66%	73%	-	83%	-	78%	76%	67%	65%
	2016	62%	62%	**71%**	78%	71%	70%	*	71%	-	71%	61%	70%	66%
Reading	2017	59%	57%	**69%**	57%	67%	72%	-	84%	-	*	76%	68%	68%
	2016	60%	61%	**67%**	80%	66%	71%	*	*	-	*	64%	67%	64%
Mathematics	2017	64%	59%	**67%**	*	66%	74%	-	82%	-	*	77%	66%	63%
	2016	63%	63%	**75%**	77%	76%	69%	*	83%	-	*	59%	73%	69%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**20%**	11%	19%	19%	-	36%	-	33%	20%	20%	15%
	2016	17%	16%	**21%**	25%	21%	18%	*	19%	-	21%	13%	21%	18%
Reading	2017	17%	16%	**22%**	16%	22%	20%	-	31%	-	*	25%	22%	23%
	2016	16%	16%	**21%**	27%	23%	18%	*	*	-	*	17%	23%	25%
Mathematics	2017	20%	16%	**18%**	*	17%	18%	-	40%	-	*	15%	17%	7%
	2016	17%	15%	**20%**	23%	20%	18%	*	31%	-	*	9%	18%	11%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**53%**	*	56%	33%	-	*	-	*	26%	53%	44%
	2016	35%	35%	**49%**	60%	50%	38%	*	*	-	*	25%	51%	36%
Mathematics	2017	43%	44%	**54%**	*	55%	61%	-	*	-	*	47%	50%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	72%	**78%**	60%	77%	81%	-	85%	-	86%	30%	75%	34%
Students Requiring Accelerated Instruction														
	2017	24%	28%	**22%**	*	23%	19%	-	*	-	*	70%	25%	66%
STAAR Cumulative Met Standard														
	2017	85%	82%	**87%**	70%	86%	89%	-	93%	-	86%	47%	86%	59%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	80%	**86%**	73%	85%	89%	-	96%	-	*	48%	85%	59%
Students Requiring Accelerated Instruction														
	2017	25%	20%	**14%**	*	15%	11%	-	*	-	*	52%	15%	41%
STAAR Cumulative Met Standard														
	2017	85%	89%	**93%**	82%	93%	92%	-	96%	-	*	67%	91%	83%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 989
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**80%**	-	-	-	-	-	48%	-	48%	56%	48%	50%
	2016	75%	72%	**79%**	-	-	-	-	-	49%	-	49%	60%	49%	51%
Reading	2017	72%	67%	**84%**	-	-	-	-	-	58%	-	58%	63%	58%	59%
	2016	73%	68%	**81%**	-	-	-	-	-	50%	-	50%	58%	50%	52%
Mathematics	2017	79%	77%	**85%**	-	-	-	-	-	62%	-	62%	73%	62%	65%
	2016	76%	76%	**86%**	-	-	-	-	-	66%	-	66%	77%	66%	69%
Writing	2017	67%	66%	**75%**	-	-	-	-	-	41%	-	41%	*	41%	38%
	2016	69%	68%	**70%**	-	-	-	-	-	22%	-	22%	41%	22%	28%
Science	2017	79%	76%	**80%**	-	-	-	-	-	35%	-	35%	56%	35%	42%
	2016	79%	76%	**75%**	-	-	-	-	-	46%	-	46%	56%	46%	48%
Social Studies	2017	77%	79%	**67%**	-	-	-	-	-	*	-	*	31%	*	18%
	2016	77%	76%	**72%**	-	-	-	-	-	40%	-	40%	56%	40%	42%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**51%**	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	39%	**51%**	-	-	-	-	-	13%	-	13%	19%	13%	15%
Reading	2017	48%	41%	**47%**	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	38%	**44%**	-	-	-	-	-	13%	-	13%	23%	13%	15%
Mathematics	2017	48%	41%	**55%**	-	-	-	-	-	14%	-	14%	27%	14%	18%
	2016	43%	38%	**58%**	-	-	-	-	-	23%	-	23%	26%	23%	24%
Writing	2017	38%	33%	**39%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	36%	**46%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	47%	**56%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	43%	**46%**	-	-	-	-	-	16%	-	16%	*	16%	19%
Social Studies	2017	51%	53%	**39%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	47%	**37%**	-	-	-	-	-	10%	-	10%	*	10%	15%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 989
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**19%**	-	-	-	-	-	*	-	*	*	*	1%
	2016	18%	14%	**20%**	-	-	-	-	-	3%	-	3%	9%	3%	4%
Reading	2017	19%	14%	**21%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	12%	**16%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**22%**	-	-	-	-	-	*	-	*	*	*	*
	2016	19%	14%	**23%**	-	-	-	-	-	*	-	*	*	*	5%
Writing	2017	12%	8%	**8%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	15%	**20%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	13%	**20%**	-	-	-	-	-	*	-	*	*	*	8%
Social Studies	2017	27%	26%	**23%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	21%	**22%**	-	-	-	-	-	*	-	*	*	*	8%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**68%**	-	-	-	-	-	67%	-	67%	68%	67%	67%
	2016	62%	62%	**71%**	-	-	-	-	-	66%	-	66%	68%	66%	67%
Reading	2017	59%	57%	**69%**	-	-	-	-	-	70%	-	70%	70%	70%	70%
	2016	60%	61%	**67%**	-	-	-	-	-	69%	-	69%	66%	69%	68%
Mathematics	2017	64%	59%	**67%**	-	-	-	-	-	*	-	*	*	*	64%
	2016	63%	63%	**75%**	-	-	-	-	-	64%	-	64%	*	64%	66%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**20%**	-	-	-	-	-	14%	-	14%	20%	14%	16%
	2016	17%	16%	**21%**	-	-	-	-	-	18%	-	18%	16%	18%	18%
Reading	2017	17%	16%	**22%**	-	-	-	-	-	23%	-	23%	37%	23%	26%
	2016	16%	16%	**21%**	-	-	-	-	-	27%	-	27%	24%	27%	26%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 989
Grade Span: 07 - 08
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	16%	**18%**	-	-	-	-	-	*	-	*	*	*	5%
	2016	17%	15%	**20%**	-	-	-	-	-	9%	-	9%	*	9%	9%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**53%**	-	-	-	-	-	45%	-	45%	42%	45%	44%
	2016	35%	35%	**49%**	-	-	-	-	-	36%	-	36%	37%	36%	36%
Mathematics	2017	43%	44%	**54%**	-	-	-	-	-	44%	-	44%	50%	44%	45%

District Name: PASADENA ISD
Campus Name: BONDY INT
Campus Number: 101917051

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 989
Grade Span: 07 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	99%	-	100%	-	100%	98%	100%	100%
Included in Accountability	94%	94%	**95%**	92%	96%	94%	-	98%	-	100%	98%	96%	86%
Not Included in Accountability													
Mobile	4%	4%	**3%**	8%	2%	5%	-	2%	-	0%	1%	3%	5%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	-	0%	-	0%	0%	1%	9%
Not Tested	1%	1%	**1%**	0%	0%	1%	-	0%	-	0%	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	-	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	100%	98%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	89%	95%	94%	100%	95%	-	100%	94%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	11%	4%	5%	0%	0%	-	0%	6%	4%	6%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	3%	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	2%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	2%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	94.2%	96.7%	94.7%	*	98.1%	-	95.7%	94.7%	96.3%	96.6%
2014-15	95.7%	95.3%	**96.2%**	95.9%	96.5%	94.4%	*	98.2%	-	95.2%	93.7%	96.2%	97.2%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.1%**	0.0%	0.1%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	989	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	511	51.7%	7.2%	7.4%
Grade 8	478	48.3%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	45	4.6%	7.6%	12.6%
Hispanic	726	73.4%	82.7%	52.4%
White	156	15.8%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	53	5.4%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	9	0.9%	0.7%	2.2%
Economically Disadvantaged	600	60.7%	77.8%	59.0%
Non-Educationally Disadvantaged	389	39.3%	22.2%	41.0%
English Language Learners (ELL)	124	12.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	11	1.0%	1.1%	1.4%
At-Risk	466	47.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	91			
By Type of Primary Disability				
Students with Intellectual Disabilities	53	58.2%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	18	19.8%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	104	9.8%	15.5%	16.2%
By Ethnicity:				
African American	10	0.9%		
Hispanic	67	6.3%		
White	25	2.3%		
American Indian	0	0.0%		
Asian	2	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	0.7%	0.7%	0.7%	0.0%	0.2%	0.8%
Grade 8	0.0%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	17.0	19.1	20.4
Secondary:			
English/Language Arts	17.0	12.1	16.8
Foreign Languages	14.9	14.1	18.7
Mathematics	16.4	12.6	18.0
Science	19.1	13.1	19.0
Social Studies	18.6	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	73.6	91.7%	60.0%	64.0%
Teachers	63.4	79.0%	47.3%	50.0%
Professional Support	6.2	7.7%	9.3%	10.0%
Campus Administration (School Leadership)	4.0	5.0%	2.4%	2.9%
Educational Aides:	6.7	8.3%	11.2%	9.6%
Total Minority Staff:	22.5	28.1%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	6.2	9.8%	9.4%	10.2%
Hispanic	7.5	11.8%	34.6%	26.6%
White	47.7	75.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	3.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	15.3	24.1%	23.8%	23.7%
Females	48.1	75.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	52.6	83.0%	78.0%	74.5%
Masters	10.8	17.0%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	7.9%	7.3%	7.8%
1-5 Years Experience	24.5	38.6%	35.5%	28.0%
6-10 Years Experience	10.1	15.9%	23.5%	20.9%
11-20 Years Experience	12.8	20.2%	23.9%	27.8%
Over 20 Years Experience	11.1	17.4%	9.9%	15.5%
Number of Students per Teacher	15.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	15.7	15.3	15.7
Average Years Experience of Assistant Principals with District	15.7	13.7	10.1
Average Years Experience of Teachers:	9.7	9.2	10.9
Average Years Experience of Teachers with District:	7.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,173	$52,776	$48,779
6-10 Years Experience	$49,926	$54,387	$51,184
11-20 Years Experience	$57,913	$54,825	$54,396
Over 20 Years Experience	$58,992	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,074	$54,351	$52,525
Professional Support	$69,082	$70,369	$61,728
Campus Administration (School Leadership)	$85,289	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	94	9.5%	28.2%	18.8%
Career & Technical Education	183	18.5%	19.9%	25.0%
Gifted & Talented Education	95	9.6%	5.0%	7.8%
Special Education	91	9.2%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.5%	15.3%	6.0%
Career & Technical Education	0.9	1.4%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	6.0	9.4%	2.3%	1.9%
Regular Education	42.9	67.6%	62.9%	72.8%
Special Education	12.7	20.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THE SUMMIT (INTERMEDIATE)**

Campus Number: **101917055**

2017 Accountability Rating: **Not Rated**

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District Name: PASADENA ISD
Campus Name: THE SUMMIT (INTERMEDIATE)
Campus Number: 101917055

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 31
Grade Span: 05 - 08
School Type: Middle

There is no assessment data for this campus.

District Name: PASADENA ISD
Campus Name: THE SUMMIT (INTERMEDIATE)
Campus Number: 101917055

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 31
Grade Span: 05 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	*	-	*	-	-	-	-	-	*	*	*
Included in Accountability	94%	94%	*	-	*	-	-	-	-	-	*	*	*
Not Included in Accountability													
Mobile	4%	4%	*	-	*	-	-	-	-	-	*	*	*
Other Exclusions	1%	1%	*	-	*	-	-	-	-	-	*	*	*
Not Tested	1%	1%	*	-	*	-	-	-	-	-	*	*	*
Absent	1%	1%	*	-	*	-	-	-	-	-	*	*	*
Other	0%	0%	*	-	*	-	-	-	-	-	*	*	*

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**77.0%**	*	76.4%	*	-	*	-	*	83.9%	75.8%	66.9%
2014-15	95.7%	95.3%	**80.6%**	*	80.2%	*	-	*	-	*	78.1%	80.6%	79.6%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2014-15	0.3%	0.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	31	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	6	19.4%	7.2%	7.5%
Grade 6	6	19.4%	7.2%	7.4%
Grade 7	5	16.1%	7.2%	7.4%
Grade 8	14	45.2%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	3	9.7%	7.6%	12.6%
Hispanic	23	74.2%	82.7%	52.4%
White	5	16.1%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	25	80.6%	77.8%	59.0%
Non-Educationally Disadvantaged	6	19.4%	22.2%	41.0%
English Language Learners (ELL)	8	25.8%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	28	11.9%	1.1%	1.4%
At-Risk	28	90.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	47.0%	44.5%
Students with Physical Disabilities	0	0.0%	16.5%	21.9%
Students with Autism	0	0.0%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	235	100.0%	15.5%	16.2%
By Ethnicity:				
African American	23	9.8%		
Hispanic	197	83.8%		
White	11	4.7%		
American Indian	0	0.0%		
Asian	3	1.3%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.4%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	-	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	7.3%	0.7%	0.7%	12.5%	0.2%	0.8%
Grade 8	2.1%	0.1%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	6.0	18.9	20.9
Grade 6	5.0	19.1	20.4
Secondary:			
English/Language Arts	1.7	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	1.6	12.6	18.0
Science	1.7	13.1	19.0
Social Studies	1.7	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	10.2	100.0%	100.0%	100.0%
Professional Staff:	10.2	100.0%	60.0%	64.0%
Teachers	10.0	98.0%	47.3%	50.0%
Professional Support	0.2	2.0%	9.3%	10.0%
Campus Administration (School Leadership)	0.0	0.0%	2.4%	2.9%
Educational Aides:	0.0	0.0%	11.2%	9.6%
Total Minority Staff:	4.3	42.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.3	13.0%	9.4%	10.2%
Hispanic	2.9	28.9%	34.6%	26.6%
White	5.8	58.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.0	60.2%	23.8%	23.7%
Females	4.0	39.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	6.5	65.6%	78.0%	74.5%
Masters	2.4	24.4%	20.0%	23.6%
Doctorate	1.0	10.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	10.0%	7.3%	7.8%
1-5 Years Experience	5.2	51.9%	35.5%	28.0%
6-10 Years Experience	2.0	20.0%	23.5%	20.9%
11-20 Years Experience	1.4	14.3%	23.9%	27.8%
Over 20 Years Experience	0.4	3.7%	9.9%	15.5%
Number of Students per Teacher	3.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	20.4	19.5
Average Years Experience of Principals with District	0.0	19.3	12.2
Average Years Experience of Assistant Principals	0.0	15.3	15.7
Average Years Experience of Assistant Principals with District	0.0	13.7	10.1
Average Years Experience of Teachers:	8.2	9.2	10.9
Average Years Experience of Teachers with District:	3.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,836	$52,776	$48,779
6-10 Years Experience	$55,061	$54,387	$51,184
11-20 Years Experience	$59,027	$54,825	$54,396
Over 20 Years Experience	$67,856	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,543	$54,351	$52,525
Professional Support	$56,462	$70,369	$61,728
Campus Administration (School Leadership)	-	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	7	22.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	2	6.5%	5.0%	7.8%
Special Education	4	12.9%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	8.8	88.6%	62.9%	72.8%
Special Education	1.1	11.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BAILEY EL**

Campus Number: **101917101**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**81%**	*	80%	86%	-	-	-	-	75%	81%	84%
	2016	73%	74%	**81%**	*	81%	86%	-	-	-	-	45%	81%	84%
Mathematics	2017	78%	78%	**86%**	*	88%	71%	-	-	-	-	92%	87%	89%
	2016	75%	76%	**84%**	*	83%	100%	-	-	-	-	55%	83%	85%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**74%**	*	73%	100%	-	-	-	-	80%	73%	76%
	2016	75%	76%	**78%**	*	81%	*	-	-	-	-	43%	77%	79%
Mathematics	2017	76%	76%	**80%**	*	81%	100%	-	-	-	-	60%	81%	84%
	2016	73%	74%	**75%**	*	78%	*	-	-	-	-	43%	75%	79%
Writing	2017	65%	66%	**71%**	*	71%	*	-	-	-	-	60%	70%	82%
	2016	69%	70%	**74%**	*	76%	*	-	-	-	-	47%	74%	77%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**78%**	64%	78%	89%	-	-	-	-	74%	78%	83%
	2016	75%	72%	**78%**	62%	80%	62%	-	-	-	-	46%	78%	81%
Reading	2017	72%	67%	**77%**	75%	77%	92%	-	-	-	-	77%	77%	80%
	2016	73%	68%	**80%**	*	81%	64%	-	-	-	-	44%	79%	81%
Mathematics	2017	79%	77%	**83%**	*	85%	83%	-	-	-	-	77%	84%	87%
	2016	76%	76%	**80%**	*	80%	71%	-	-	-	-	47%	79%	82%
Writing	2017	67%	66%	**71%**	*	71%	*	-	-	-	-	60%	70%	82%
	2016	69%	68%	**74%**	*	76%	*	-	-	-	-	47%	74%	77%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**42%**	*	42%	55%	-	-	-	-	50%	40%	44%
	2016	45%	39%	**35%**	*	35%	*	-	-	-	-	*	34%	39%

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**50%**	*	50%	73%	-	-	-	-	55%	49%	50%
	2016	46%	38%	**45%**	*	46%	43%	-	-	-	-	*	45%	53%
Mathematics	2017	48%	41%	**52%**	*	51%	73%	-	-	-	-	50%	51%	55%
	2016	43%	38%	**37%**	*	38%	36%	-	-	-	-	*	36%	40%
Writing	2017	38%	33%	**46%**	*	45%	*	-	-	-	-	*	44%	52%
	2016	41%	36%	**44%**	*	47%	*	-	-	-	-	*	43%	52%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**24%**	*	23%	50%	-	-	-	-	9%	22%	25%
	2016	18%	14%	**23%**	*	23%	24%	-	-	-	-	*	23%	28%
Reading	2017	19%	14%	**28%**	*	28%	42%	-	-	-	-	*	27%	27%
	2016	17%	12%	**24%**	*	23%	43%	-	-	-	-	*	24%	30%
Mathematics	2017	23%	17%	**26%**	*	25%	58%	-	-	-	-	*	24%	27%
	2016	19%	14%	**22%**	*	23%	*	-	-	-	-	*	21%	25%
Writing	2017	12%	8%	**13%**	*	12%	*	-	-	-	-	*	11%	16%
	2016	15%	12%	**23%**	*	25%	*	-	-	-	-	*	26%	31%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**66%**	*	66%	*	-	-	-	-	*	65%	73%
	2016	62%	62%	**66%**	*	67%	*	-	-	-	-	43%	66%	74%
Reading	2017	59%	57%	**63%**	*	61%	*	-	-	-	-	*	62%	68%
	2016	60%	61%	**71%**	*	73%	*	-	-	-	-	*	74%	78%
Mathematics	2017	64%	59%	**69%**	*	70%	*	-	-	-	-	*	68%	79%
	2016	63%	63%	**60%**	*	62%	*	-	-	-	-	*	59%	70%

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**29%**	*	30%	*	-	-	-	-	*	29%	37%
	2016	17%	16%	**31%**	*	33%	*	-	-	-	-	17%	33%	41%
Reading	2017	17%	16%	**25%**	*	26%	*	-	-	-	-	*	24%	29%
	2016	16%	16%	**33%**	*	34%	*	-	-	-	-	*	35%	41%
Mathematics	2017	20%	16%	**33%**	*	34%	*	-	-	-	-	*	34%	45%
	2016	17%	15%	**30%**	*	31%	*	-	-	-	-	*	31%	40%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**19%**	*	20%	-	-	-	-	-	*	21%	*
	2016	35%	35%	**23%**	*	26%	*	-	-	-	-	*	25%	*
Mathematics	2017	43%	44%	**36%**	*	38%	-	-	-	-	-	*	38%	*

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**78%**	86%	-	83%	97%	-	-	-	-	68%	86%	83%
	2016	75%	72%	**78%**	85%	-	79%	100%	-	-	-	-	61%	85%	81%
Reading	2017	72%	67%	**77%**	82%	-	77%	96%	-	-	-	-	70%	82%	80%
	2016	73%	68%	**80%**	86%	-	80%	100%	-	-	-	-	62%	86%	81%
Mathematics	2017	79%	77%	**83%**	91%	-	89%	96%	-	-	-	-	70%	91%	87%
	2016	76%	76%	**80%**	84%	-	77%	100%	-	-	-	-	73%	84%	82%
Writing	2017	67%	66%	**71%**	86%	-	83%	100%	-	-	-	-	64%	86%	82%
	2016	69%	68%	**74%**	86%	-	80%	100%	-	-	-	-	*	86%	77%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**42%**	48%	-	46%	54%	-	-	-	-	30%	48%	44%
	2016	45%	39%	**35%**	48%	-	39%	67%	-	-	-	-	*	48%	39%
Reading	2017	48%	41%	**50%**	53%	-	43%	75%	-	-	-	-	43%	53%	50%
	2016	46%	38%	**45%**	58%	-	52%	73%	-	-	-	-	32%	58%	53%
Mathematics	2017	48%	41%	**52%**	60%	-	61%	58%	-	-	-	-	39%	60%	55%
	2016	43%	38%	**37%**	49%	-	40%	67%	-	-	-	-	*	49%	40%
Writing	2017	38%	33%	**46%**	67%	-	57%	91%	-	-	-	-	*	67%	52%
	2016	41%	36%	**44%**	64%	-	45%	95%	-	-	-	-	*	64%	52%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**24%**	28%	-	25%	38%	-	-	-	-	11%	28%	25%
	2016	18%	14%	**23%**	34%	-	25%	55%	-	-	-	-	*	34%	28%
Reading	2017	19%	14%	**28%**	28%	-	25%	38%	-	-	-	-	22%	28%	27%
	2016	17%	12%	**24%**	35%	-	28%	52%	-	-	-	-	*	35%	30%
Mathematics	2017	23%	17%	**26%**	32%	-	31%	35%	-	-	-	-	*	32%	27%
	2016	19%	14%	**22%**	31%	-	24%	48%	-	-	-	-	*	31%	25%

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**13%**	20%	-	13%	45%	-	-	-	-	*	20%	16%
	2016	15%	12%	**23%**	37%	-	20%	74%	-	-	-	-	*	37%	31%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**66%**	77%	-	78%	76%	-	-	-	-	*	77%	73%
	2016	62%	62%	**66%**	78%	-	68%	98%	-	-	-	-	*	78%	73%
Reading	2017	59%	57%	**63%**	71%	-	70%	77%	-	-	-	-	*	71%	67%
	2016	60%	61%	**71%**	82%	-	75%	95%	-	-	-	-	*	82%	78%
Mathematics	2017	64%	59%	**69%**	84%	-	86%	75%	-	-	-	-	*	84%	79%
	2016	63%	63%	**60%**	73%	-	61%	100%	-	-	-	-	*	73%	67%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**29%**	44%	-	43%	48%	-	-	-	-	*	44%	38%
	2016	17%	16%	**31%**	45%	-	36%	63%	-	-	-	-	*	45%	40%
Reading	2017	17%	16%	**25%**	34%	-	33%	38%	-	-	-	-	*	34%	30%
	2016	16%	16%	**33%**	47%	-	39%	64%	-	-	-	-	*	47%	42%
Mathematics	2017	20%	16%	**33%**	55%	-	53%	58%	-	-	-	-	*	55%	45%
	2016	17%	15%	**30%**	43%	-	34%	63%	-	-	-	-	*	43%	38%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**19%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**23%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**36%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	97%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**89%**	100%	89%	82%	-	-	-	-	93%	89%	91%
Not Included in Accountability													
Mobile	4%	4%	**10%**	0%	10%	15%	-	-	-	-	7%	10%	7%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	3%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	3%	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	94%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	81%	94%	100%	-	-	-	-	96%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**4%**	13%	4%	0%	-	-	-	-	0%	4%	5%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	-	-	-	4%	2%	2%
Not Tested	1%	1%	**0%**	6%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	6%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.6%**	91.7%	96.7%	95.5%	-	*	-	-	96.1%	96.6%	97.4%
2014-15	95.7%	95.3%	**96.4%**	95.9%	96.6%	94.4%	-	*	-	*	95.5%	96.4%	97.4%

District Name: PASADENA ISD
Campus Name: BAILEY EL
Campus Number: 101917101

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 712
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	712	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	43	6.0%	4.2%	4.2%
Kindergarten	132	18.5%	6.5%	7.0%
Grade 1	135	19.0%	7.6%	7.4%
Grade 2	152	21.3%	8.0%	7.6%
Grade 3	120	16.9%	7.7%	7.7%
Grade 4	130	18.3%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	33	4.6%	7.6%	12.6%
Hispanic	642	90.2%	82.7%	52.4%
White	34	4.8%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	621	87.2%	77.8%	59.0%
Non-Educationally Disadvantaged	91	12.8%	22.2%	41.0%
English Language Learners (ELL)	331	46.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	422	59.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	63			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	12.7%	47.0%	44.5%
Students with Physical Disabilities	21	33.3%	16.5%	21.9%
Students with Autism	27	42.9%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	113	18.0%	15.5%	16.2%
By Ethnicity:				
African American	5	0.8%		
Hispanic	98	15.6%		
White	10	1.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	12.6%	9.5%	3.8%	13.6%	13.5%	6.8%
Grade 2	10.5%	8.5%	2.4%	8.3%	3.9%	3.1%
Grade 3	3.4%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.8	17.3	18.8
Grade 1	16.6	18.2	18.8
Grade 2	18.0	18.3	18.9
Grade 3	17.5	18.3	19.0
Grade 4	14.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	71.2	100.0%	100.0%	100.0%
Professional Staff:	58.3	81.9%	60.0%	64.0%
Teachers	50.4	70.7%	47.3%	50.0%
Professional Support	6.0	8.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.4%	2.9%
Educational Aides:	12.9	18.1%	11.2%	9.6%
Total Minority Staff:	39.4	55.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.0%	9.4%	10.2%
Hispanic	20.0	39.7%	34.6%	26.6%
White	26.4	52.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.3	6.5%	23.8%	23.7%
Females	47.1	93.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	46.1	91.4%	78.0%	74.5%
Masters	3.3	6.6%	20.0%	23.6%
Doctorate	1.0	2.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.8	13.5%	7.3%	7.8%
1-5 Years Experience	7.0	13.9%	35.5%	28.0%
6-10 Years Experience	9.2	18.3%	23.5%	20.9%
11-20 Years Experience	25.1	49.8%	23.9%	27.8%
Over 20 Years Experience	2.3	4.6%	9.9%	15.5%
Number of Students per Teacher	14.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	32.0	20.4	19.5
Average Years Experience of Principals with District	32.0	19.3	12.2
Average Years Experience of Assistant Principals	29.0	15.3	15.7
Average Years Experience of Assistant Principals with District	23.0	13.7	10.1
Average Years Experience of Teachers:	10.2	9.2	10.9
Average Years Experience of Teachers with District:	9.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,354	$52,776	$48,779
6-10 Years Experience	$52,837	$54,387	$51,184
11-20 Years Experience	$54,382	$54,825	$54,396
Over 20 Years Experience	$44,383	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,905	$54,351	$52,525
Professional Support	$67,410	$70,369	$61,728
Campus Administration (School Leadership)	$98,875	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	348	48.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	18	2.5%	5.0%	7.8%
Special Education	63	8.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	17.7	35.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	29.4	58.4%	62.9%	72.8%
Special Education	3.3	6.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FISHER ELEMENTARY**

Campus Number: **101917102**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 762
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**85%**	*	84%	100%	-	*	-	-	*	81%	91%
	2016	73%	74%	**82%**	*	82%	75%	-	*	-	*	*	80%	84%
Mathematics	2017	78%	78%	**85%**	*	84%	100%	-	*	-	-	*	81%	93%
	2016	75%	76%	**87%**	*	89%	63%	-	*	-	*	50%	86%	87%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**73%**	*	72%	88%	-	*	-	*	42%	70%	70%
	2016	75%	76%	**76%**	*	75%	86%	-	-	-	-	*	75%	65%
Mathematics	2017	76%	76%	**82%**	*	82%	75%	-	*	-	*	67%	80%	81%
	2016	73%	74%	**76%**	*	77%	86%	-	-	-	-	64%	74%	78%
Writing	2017	65%	66%	**83%**	*	82%	88%	-	*	-	*	67%	81%	80%
	2016	69%	70%	**76%**	*	79%	75%	-	-	-	-	50%	75%	80%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**81%**	81%	80%	91%	-	100%	-	*	43%	78%	83%
	2016	75%	72%	**80%**	68%	81%	76%	-	*	-	*	46%	78%	79%
Reading	2017	72%	67%	**79%**	*	77%	95%	-	*	-	*	29%	75%	80%
	2016	73%	68%	**79%**	89%	79%	80%	-	*	-	*	35%	78%	75%
Mathematics	2017	79%	77%	**83%**	83%	83%	89%	-	*	-	*	43%	81%	87%
	2016	76%	76%	**82%**	67%	83%	73%	-	*	-	*	57%	80%	83%
Writing	2017	67%	66%	**83%**	*	82%	88%	-	*	-	*	67%	81%	80%
	2016	69%	68%	**76%**	*	79%	75%	-	-	-	-	50%	75%	80%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**44%**	*	42%	53%	-	*	-	*	33%	38%	41%
	2016	45%	39%	**34%**	*	33%	56%	-	*	-	*	*	30%	32%

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 762
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**51%**	*	48%	79%	-	*	-	*	24%	47%	51%
	2016	46%	38%	**43%**	*	42%	53%	-	*	-	*	*	39%	40%
Mathematics	2017	48%	41%	**50%**	*	50%	47%	-	*	-	*	33%	42%	50%
	2016	43%	38%	**37%**	*	35%	67%	-	*	-	*	*	33%	32%
Writing	2017	38%	33%	**46%**	*	45%	*	-	*	-	*	50%	43%	48%
	2016	41%	36%	**47%**	*	46%	75%	-	-	-	-	*	41%	46%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**23%**	*	21%	37%	-	*	-	*	*	19%	21%
	2016	18%	14%	**17%**	*	16%	29%	-	*	-	*	*	15%	16%
Reading	2017	19%	14%	**28%**	*	25%	47%	-	*	-	*	*	23%	27%
	2016	17%	12%	**23%**	*	22%	33%	-	*	-	*	*	21%	25%
Mathematics	2017	23%	17%	**26%**	*	25%	32%	-	*	-	*	*	22%	24%
	2016	19%	14%	**12%**	*	11%	*	-	*	-	*	*	10%	8%
Writing	2017	12%	8%	**8%**	*	7%	*	-	*	-	*	*	6%	*
	2016	15%	12%	**17%**	*	15%	*	-	-	-	-	*	14%	16%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**52%**	*	51%	*	-	*	-	*	*	51%	60%
	2016	62%	62%	**53%**	*	53%	*	-	-	-	-	*	53%	61%
Reading	2017	59%	57%	**57%**	*	57%	*	-	*	-	*	*	54%	62%
	2016	60%	61%	**59%**	*	59%	*	-	-	-	-	*	58%	68%
Mathematics	2017	64%	59%	**47%**	*	46%	*	-	*	-	*	*	47%	58%
	2016	63%	63%	**46%**	*	46%	*	-	-	-	-	*	49%	53%

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 762
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**20%**	*	20%	*	-	*	-	*	*	18%	26%
	2016	17%	16%	**15%**	*	15%	*	-	-	-	-	*	15%	22%
Reading	2017	17%	16%	**22%**	*	20%	*	-	*	-	*	*	20%	27%
	2016	16%	16%	**22%**	*	24%	*	-	-	-	-	*	22%	32%
Mathematics	2017	20%	16%	**17%**	*	19%	*	-	*	-	*	*	16%	25%
	2016	17%	15%	**7%**	*	6%	*	-	-	-	-	*	7%	10%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 762
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**81%**	86%	-	79%	95%	-	-	-	-	51%	86%	83%
	2016	75%	72%	**80%**	81%	-	72%	95%	-	-	-	-	62%	81%	79%
Reading	2017	72%	67%	**79%**	83%	-	74%	96%	-	-	-	-	50%	83%	80%
	2016	73%	68%	**79%**	77%	-	66%	95%	-	-	-	-	*	77%	75%
Mathematics	2017	79%	77%	**83%**	89%	-	84%	96%	-	-	-	-	64%	89%	87%
	2016	76%	76%	**82%**	84%	-	76%	95%	-	-	-	-	75%	84%	83%
Writing	2017	67%	66%	**83%**	85%	-	79%	93%	-	-	-	-	*	85%	80%
	2016	69%	68%	**76%**	82%	-	76%	94%	-	-	-	-	*	82%	80%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**44%**	42%	-	23%	69%	-	-	-	-	*	42%	41%
	2016	45%	39%	**34%**	33%	-	13%	64%	-	-	-	-	*	33%	32%
Reading	2017	48%	41%	**51%**	55%	-	33%	77%	-	-	-	-	*	55%	51%
	2016	46%	38%	**43%**	41%	-	24%	76%	-	-	-	-	*	41%	40%
Mathematics	2017	48%	41%	**50%**	52%	-	33%	69%	-	-	-	-	36%	52%	50%
	2016	43%	38%	**37%**	33%	-	15%	62%	-	-	-	-	*	33%	32%
Writing	2017	38%	33%	**46%**	52%	-	32%	77%	-	-	-	-	*	52%	48%
	2016	41%	36%	**47%**	49%	-	30%	88%	-	-	-	-	*	49%	46%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**23%**	23%	-	13%	36%	-	-	-	-	*	23%	21%
	2016	18%	14%	**17%**	17%	-	8%	33%	-	-	-	-	*	17%	16%
Reading	2017	19%	14%	**28%**	29%	-	12%	52%	-	-	-	-	*	29%	27%
	2016	17%	12%	**23%**	26%	-	12%	50%	-	-	-	-	*	26%	25%
Mathematics	2017	23%	17%	**26%**	25%	-	20%	33%	-	-	-	-	*	25%	24%
	2016	19%	14%	**12%**	7%	-	*	12%	-	-	-	-	*	7%	8%

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 762
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**8%**	*	-	*	*	-	-	-	-	*	*	*
	2016	15%	12%	**17%**	18%	-	*	44%	-	-	-	-	*	18%	16%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**52%**	64%	-	65%	63%	-	-	-	-	*	64%	62%
	2016	62%	62%	**53%**	57%	-	48%	75%	-	-	-	-	*	57%	60%
Reading	2017	59%	57%	**57%**	66%	-	56%	77%	-	-	-	-	*	66%	64%
	2016	60%	61%	**59%**	65%	-	*	95%	-	-	-	-	*	65%	67%
Mathematics	2017	64%	59%	**47%**	61%	-	74%	46%	-	-	-	-	*	61%	59%
	2016	63%	63%	**46%**	49%	-	*	*	-	-	-	-	*	49%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**20%**	29%	-	31%	27%	-	-	-	-	*	29%	27%
	2016	17%	16%	**15%**	23%	-	11%	44%	-	-	-	-	*	23%	22%
Reading	2017	17%	16%	**22%**	29%	-	24%	35%	-	-	-	-	*	29%	28%
	2016	16%	16%	**22%**	33%	-	*	62%	-	-	-	-	*	33%	33%
Mathematics	2017	20%	16%	**17%**	29%	-	38%	18%	-	-	-	-	*	29%	26%
	2016	17%	15%	**7%**	12%	-	*	*	-	-	-	-	*	12%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	-	-	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 762
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	98%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	94%	**91%**	84%	92%	87%	-	100%	-	*	93%	91%	95%
Not Included in Accountability													
Mobile	4%	4%	**8%**	16%	7%	11%	-	0%	-	*	3%	8%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	0%	-	*	3%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	2%	-	0%	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	2%	-	0%	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	99%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	93%	95%	-	*	-	*	84%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	6%	5%	-	*	-	*	10%	6%	7%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	*	-	*	4%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.4%**	94.9%	96.4%	96.1%	*	*	-	*	95.0%	96.2%	97.0%
2014-15	95.7%	95.3%	**96.4%**	95.1%	96.6%	95.4%	*	*	-	*	95.7%	96.4%	97.2%

District Name: PASADENA ISD
Campus Name: FISHER ELEMENTARY
Campus Number: 101917102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 762
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	762	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	95	12.5%	4.2%	4.2%
Kindergarten	111	14.6%	6.5%	7.0%
Grade 1	137	18.0%	7.6%	7.4%
Grade 2	151	19.8%	8.0%	7.6%
Grade 3	127	16.7%	7.7%	7.7%
Grade 4	141	18.5%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	21	2.8%	7.6%	12.6%
Hispanic	677	88.8%	82.7%	52.4%
White	55	7.2%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	5	0.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.4%	0.7%	2.2%
Economically Disadvantaged	634	83.2%	77.8%	59.0%
Non-Educationally Disadvantaged	128	16.8%	22.2%	41.0%
English Language Learners (ELL)	362	47.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	451	59.2%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	71			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	19.7%	47.0%	44.5%
Students with Physical Disabilities	19	26.8%	16.5%	21.9%
Students with Autism	28	39.4%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	96	15.8%	15.5%	16.2%
By Ethnicity:				
African American	7	1.2%		
Hispanic	80	13.2%		
White	8	1.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	9.4%	9.5%	3.8%	4.8%	13.5%	6.8%
Grade 2	10.8%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.8%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.0	17.3	18.8
Grade 1	16.8	18.2	18.8
Grade 2	17.0	18.3	18.9
Grade 3	16.7	18.3	19.0
Grade 4	19.2	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	79.2	100.0%	100.0%	100.0%
Professional Staff:	61.1	77.1%	60.0%	64.0%
Teachers	52.3	66.1%	47.3%	50.0%
Professional Support	5.7	7.2%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	2.9%
Educational Aides:	18.1	22.9%	11.2%	9.6%
Total Minority Staff:	50.0	63.1%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.1	4.0%	9.4%	10.2%
Hispanic	24.2	46.3%	34.6%	26.6%
White	25.0	47.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.9%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.0	11.5%	23.8%	23.7%
Females	46.3	88.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	50.1	95.7%	78.0%	74.5%
Masters	2.2	4.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	9.6%	7.3%	7.8%
1-5 Years Experience	18.0	34.4%	35.5%	28.0%
6-10 Years Experience	13.1	25.0%	23.5%	20.9%
11-20 Years Experience	13.2	25.3%	23.9%	27.8%
Over 20 Years Experience	3.0	5.7%	9.9%	15.5%
Number of Students per Teacher	14.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	20.4	19.5
Average Years Experience of Principals with District	3.0	19.3	12.2
Average Years Experience of Assistant Principals	17.5	15.3	15.7
Average Years Experience of Assistant Principals with District	9.5	13.7	10.1
Average Years Experience of Teachers:	8.7	9.2	10.9
Average Years Experience of Teachers with District:	7.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,178	$50,819	$46,199
1-5 Years Experience	$52,787	$52,776	$48,779
6-10 Years Experience	$53,481	$54,387	$51,184
11-20 Years Experience	$56,398	$54,825	$54,396
Over 20 Years Experience	$56,967	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,960	$54,351	$52,525
Professional Support	$65,258	$70,369	$61,728
Campus Administration (School Leadership)	$84,649	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	388	50.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	13	1.7%	5.0%	7.8%
Special Education	71	9.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	18.6	35.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	28.5	54.5%	62.9%	72.8%
Special Education	5.2	10.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FREEMAN EL**

Campus Number: **101917103**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 577
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**71%**	*	70%	*	-	-	-	*	*	67%	63%
	2016	73%	74%	**62%**	55%	63%	*	-	*	-	-	56%	60%	68%
Mathematics	2017	78%	78%	**73%**	*	73%	*	-	-	-	*	*	72%	75%
	2016	75%	76%	**69%**	45%	74%	*	-	*	-	-	56%	71%	71%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**58%**	54%	58%	*	-	*	-	*	*	58%	46%
	2016	75%	76%	**76%**	86%	75%	*	-	-	-	-	63%	74%	69%
Mathematics	2017	76%	76%	**67%**	69%	66%	*	-	*	-	*	67%	65%	60%
	2016	73%	74%	**73%**	*	75%	*	-	-	-	-	63%	69%	72%
Writing	2017	65%	66%	**45%**	38%	46%	*	-	*	-	*	*	47%	34%
	2016	69%	70%	**61%**	71%	59%	*	-	-	-	-	*	57%	47%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**63%**	55%	63%	65%	-	*	-	100%	45%	62%	56%
	2016	75%	72%	**68%**	58%	69%	69%	-	*	-	-	57%	66%	66%
Reading	2017	72%	67%	**64%**	53%	64%	86%	-	*	-	*	*	62%	55%
	2016	73%	68%	**69%**	67%	69%	83%	-	*	-	-	59%	67%	69%
Mathematics	2017	79%	77%	**70%**	71%	70%	63%	-	*	-	*	55%	69%	68%
	2016	76%	76%	**71%**	44%	74%	*	-	*	-	-	59%	70%	71%
Writing	2017	67%	66%	**45%**	38%	46%	*	-	*	-	*	*	47%	34%
	2016	69%	68%	**61%**	71%	59%	*	-	-	-	-	*	57%	47%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**28%**	*	25%	*	-	*	-	*	*	27%	24%
	2016	45%	39%	**24%**	*	23%	*	-	*	-	-	*	22%	21%

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 577
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**37%**	29%	35%	71%	-	*	-	*	*	35%	36%
	2016	46%	38%	**32%**	*	33%	*	-	*	-	-	*	29%	32%
Mathematics	2017	48%	41%	**36%**	*	35%	*	-	*	-	*	*	35%	34%
	2016	43%	38%	**30%**	33%	28%	*	-	*	-	-	*	32%	31%
Writing	2017	38%	33%	**25%**	*	29%	*	-	*	-	*	*	25%	20%
	2016	41%	36%	**26%**	*	24%	*	-	-	-	-	*	23%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**15%**	11%	14%	*	-	*	-	*	*	14%	15%
	2016	18%	14%	**13%**	*	14%	*	-	*	-	-	*	13%	15%
Reading	2017	19%	14%	**17%**	*	15%	*	-	*	-	*	*	15%	15%
	2016	17%	12%	**16%**	*	16%	*	-	*	-	-	*	16%	17%
Mathematics	2017	23%	17%	**17%**	*	17%	*	-	*	-	*	*	17%	20%
	2016	19%	14%	**14%**	*	16%	*	-	*	-	-	*	14%	18%
Writing	2017	12%	8%	*	*	*	*	-	*	-	*	*	*	*
	2016	15%	12%	*	*	*	*	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**50%**	*	48%	*	-	*	-	*	*	50%	48%
	2016	62%	62%	**64%**	*	65%	*	-	-	-	-	*	61%	64%
Reading	2017	59%	57%	**54%**	*	55%	*	-	*	-	*	*	53%	48%
	2016	60%	61%	**67%**	*	66%	*	-	-	-	-	*	64%	66%
Mathematics	2017	64%	59%	**46%**	*	41%	*	-	*	-	*	*	48%	49%
	2016	63%	63%	**60%**	*	63%	*	-	-	-	-	*	58%	62%

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 577
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**20%**	*	23%	*	-	*	-	*	*	21%	27%
	2016	17%	16%	**29%**	*	30%	*	-	-	-	-	*	27%	33%
Reading	2017	17%	16%	**21%**	*	23%	*	-	*	-	*	*	20%	24%
	2016	16%	16%	**33%**	*	35%	*	-	-	-	-	*	30%	32%
Mathematics	2017	20%	16%	**19%**	*	23%	*	-	*	-	*	*	21%	29%
	2016	17%	15%	**24%**	*	26%	*	-	-	-	-	*	24%	35%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**25%**	*	38%	-	-	*	-	-	*	*	*
	2016	35%	35%	**58%**	*	60%	-	-	-	-	-	*	55%	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 577
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**63%**	59%	-	59%	-	-	-	-	-	38%	59%	56%
	2016	75%	72%	**68%**	67%	-	67%	*	-	-	-	-	*	67%	66%
Reading	2017	72%	67%	**64%**	56%	-	56%	-	-	-	-	-	*	56%	55%
	2016	73%	68%	**69%**	71%	-	71%	*	-	-	-	-	*	71%	69%
Mathematics	2017	79%	77%	**70%**	71%	-	71%	-	-	-	-	-	*	71%	68%
	2016	76%	76%	**71%**	73%	-	74%	*	-	-	-	-	*	73%	71%
Writing	2017	67%	66%	**45%**	37%	-	37%	-	-	-	-	-	*	37%	34%
	2016	69%	68%	**61%**	46%	-	47%	*	-	-	-	-	*	46%	47%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**28%**	25%	-	25%	-	-	-	-	-	*	25%	24%
	2016	45%	39%	**24%**	22%	-	22%	-	-	-	-	-	*	22%	21%
Reading	2017	48%	41%	**37%**	38%	-	38%	-	-	-	-	-	*	38%	36%
	2016	46%	38%	**32%**	35%	-	35%	-	-	-	-	-	*	35%	32%
Mathematics	2017	48%	41%	**36%**	36%	-	36%	-	-	-	-	-	*	36%	34%
	2016	43%	38%	**30%**	32%	-	32%	-	-	-	-	-	*	32%	31%
Writing	2017	38%	33%	**25%**	*	-	*	-	-	-	-	-	*	*	20%
	2016	41%	36%	**26%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**15%**	15%	-	15%	-	-	-	-	-	*	15%	15%
	2016	18%	14%	**13%**	16%	-	16%	*	-	-	-	-	*	16%	15%
Reading	2017	19%	14%	**17%**	14%	-	14%	-	-	-	-	-	*	14%	15%
	2016	17%	12%	**16%**	18%	-	18%	*	-	-	-	-	*	18%	17%
Mathematics	2017	23%	17%	**17%**	22%	-	22%	-	-	-	-	-	*	22%	20%
	2016	19%	14%	**14%**	19%	-	19%	*	-	-	-	-	*	19%	18%

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 577
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	*	*	-	*	*	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**50%**	51%	-	51%	-	-	-	-	-	*	51%	49%
	2016	62%	62%	**64%**	64%	-	65%	*	-	-	-	-	*	64%	64%
Reading	2017	59%	57%	**54%**	49%	-	49%	-	-	-	-	-	*	49%	49%
	2016	60%	61%	**67%**	68%	-	67%	*	-	-	-	-	*	68%	66%
Mathematics	2017	64%	59%	**46%**	53%	-	53%	-	-	-	-	-	*	53%	50%
	2016	63%	63%	**60%**	61%	-	63%	*	-	-	-	-	*	61%	62%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**20%**	28%	-	28%	-	-	-	-	-	*	28%	27%
	2016	17%	16%	**29%**	34%	-	35%	*	-	-	-	-	*	34%	33%
Reading	2017	17%	16%	**21%**	26%	-	26%	-	-	-	-	-	*	26%	24%
	2016	16%	16%	**33%**	32%	-	33%	*	-	-	-	-	*	32%	32%
Mathematics	2017	20%	16%	**19%**	29%	-	29%	-	-	-	-	-	*	29%	30%
	2016	17%	15%	**24%**	36%	-	37%	*	-	-	-	-	*	36%	35%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**25%**	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	**58%**	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 577
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	95%	-	100%	-	100%	100%	99%	99%
Included in Accountability	94%	94%	**89%**	72%	92%	95%	-	100%	-	63%	84%	90%	91%
Not Included in Accountability													
Mobile	4%	4%	**8%**	28%	5%	0%	-	0%	-	38%	8%	8%	3%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	0%	-	0%	8%	2%	4%
Not Tested	1%	1%	**1%**	0%	1%	5%	-	0%	-	0%	0%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**1%**	0%	0%	5%	-	0%	-	0%	0%	0%	1%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	98%	100%	100%	-	*	-	-	98%	100%	100%
Included in Accountability	94%	94%	**93%**	80%	96%	100%	-	*	-	-	86%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	19%	4%	0%	-	*	-	-	12%	5%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	*	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	2%	0%	0%	-	*	-	-	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	-	*	-	-	2%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.2%**	95.1%	96.3%	96.2%	-	*	-	*	95.5%	96.2%	96.9%
2014-15	95.7%	95.3%	**96.7%**	96.3%	96.8%	96.4%	-	*	-	*	95.6%	96.7%	97.2%

District Name: PASADENA ISD
Campus Name: FREEMAN EL
Campus Number: 101917103

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 577
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	577	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	17	2.9%	0.3%	0.3%
Pre-Kindergarten	56	9.7%	4.2%	4.2%
Kindergarten	90	15.6%	6.5%	7.0%
Grade 1	102	17.7%	7.6%	7.4%
Grade 2	97	16.8%	8.0%	7.6%
Grade 3	110	19.1%	7.7%	7.7%
Grade 4	105	18.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	79	13.7%	7.6%	12.6%
Hispanic	465	80.6%	82.7%	52.4%
White	25	4.3%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	8	1.4%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	485	84.1%	77.8%	59.0%
Non-Educationally Disadvantaged	92	15.9%	22.2%	41.0%
English Language Learners (ELL)	237	41.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	395	68.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	15	29.4%	16.5%	21.9%
Students with Autism	22	43.1%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	6	11.8%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	91	19.8%	15.5%	16.2%
By Ethnicity:				
African American	28	6.1%		
Hispanic	60	13.0%		
White	2	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	14.6%	9.5%	3.8%	20.0%	13.5%	6.8%
Grade 2	16.5%	8.5%	2.4%	25.0%	3.9%	3.1%
Grade 3	8.7%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	17.3	18.8
Grade 1	20.3	18.2	18.8
Grade 2	21.3	18.3	18.9
Grade 3	19.7	18.3	19.0
Grade 4	22.0	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.1	100.0%	100.0%	100.0%
Professional Staff:	45.1	73.7%	60.0%	64.0%
Teachers	37.1	60.6%	47.3%	50.0%
Professional Support	6.0	9.9%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	2.9%
Educational Aides:	16.0	26.3%	11.2%	9.6%
Total Minority Staff:	40.7	66.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	5.4%	9.4%	10.2%
Hispanic	20.0	53.9%	34.6%	26.6%
White	15.1	40.7%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	10.8%	23.8%	23.7%
Females	33.1	89.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	31.0	83.6%	78.0%	74.5%
Masters	6.1	16.4%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	13.5%	7.3%	7.8%
1-5 Years Experience	15.0	40.5%	35.5%	28.0%
6-10 Years Experience	8.0	21.6%	23.5%	20.9%
11-20 Years Experience	4.1	11.0%	23.9%	27.8%
Over 20 Years Experience	5.0	13.5%	9.9%	15.5%
Number of Students per Teacher	15.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	16.0	19.3	12.2
Average Years Experience of Assistant Principals	35.0	15.3	15.7
Average Years Experience of Assistant Principals with District	35.0	13.7	10.1
Average Years Experience of Teachers:	8.4	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,097	$50,819	$46,199
1-5 Years Experience	$52,501	$52,776	$48,779
6-10 Years Experience	$52,818	$54,387	$51,184
11-20 Years Experience	$53,415	$54,825	$54,396
Over 20 Years Experience	$56,826	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,064	$54,351	$52,525
Professional Support	$67,689	$70,369	$61,728
Campus Administration (School Leadership)	$93,085	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	216	37.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	22	3.8%	5.0%	7.8%
Special Education	51	8.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	15.1	40.7%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	18.5	49.9%	62.9%	72.8%
Special Education	3.5	9.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARDENS EL**

Campus Number: **101917104**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 702
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**67%**	*	68%	56%	-	-	-	*	*	65%	74%
	2016	73%	74%	**80%**	-	78%	*	*	-	-	-	67%	78%	76%
Mathematics	2017	78%	78%	**70%**	*	69%	78%	-	-	-	*	*	68%	75%
	2016	75%	76%	**72%**	-	72%	*	*	-	-	-	56%	70%	63%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**58%**	*	60%	*	-	-	-	-	50%	57%	47%
	2016	75%	76%	**66%**	-	68%	*	-	-	-	*	47%	64%	57%
Mathematics	2017	76%	76%	**67%**	*	68%	*	-	-	-	-	50%	69%	49%
	2016	73%	74%	**63%**	-	66%	*	-	-	-	*	40%	63%	54%
Writing	2017	65%	66%	**69%**	*	71%	*	-	-	-	-	50%	68%	73%
	2016	69%	70%	**76%**	-	78%	*	-	-	-	*	*	77%	83%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	64%	67%	58%	-	-	-	*	42%	66%	65%
	2016	75%	72%	**71%**	-	72%	53%	*	-	-	*	44%	70%	67%
Reading	2017	72%	67%	**64%**	*	64%	50%	-	-	-	*	38%	62%	63%
	2016	73%	68%	**73%**	-	73%	58%	*	-	-	*	54%	71%	67%
Mathematics	2017	79%	77%	**69%**	*	69%	71%	-	-	-	*	43%	68%	65%
	2016	76%	76%	**68%**	-	69%	50%	*	-	-	*	46%	66%	58%
Writing	2017	67%	66%	**69%**	*	71%	*	-	-	-	-	50%	68%	73%
	2016	69%	68%	**76%**	-	78%	*	-	-	-	*	*	77%	83%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**27%**	*	28%	*	-	-	-	*	*	27%	25%
	2016	45%	39%	**32%**	-	31%	42%	-	-	-	*	*	31%	33%

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 702
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**37%**	*	38%	*	-	-	-	*	24%	36%	38%
	2016	46%	38%	**33%**	-	34%	*	-	-	-	*	*	31%	32%
Mathematics	2017	48%	41%	**37%**	*	36%	36%	-	-	-	*	*	35%	31%
	2016	43%	38%	**30%**	-	30%	*	-	-	-	*	*	30%	25%
Writing	2017	38%	33%	**31%**	*	33%	*	-	-	-	-	*	30%	31%
	2016	41%	36%	**51%**	-	51%	*	-	-	-	*	*	50%	57%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**15%**	*	15%	15%	-	-	-	*	10%	15%	14%
	2016	18%	14%	**15%**	-	16%	*	*	-	-	*	*	15%	17%
Reading	2017	19%	14%	**18%**	*	18%	*	-	-	-	*	*	17%	18%
	2016	17%	12%	**14%**	-	14%	*	*	-	-	*	*	14%	16%
Mathematics	2017	23%	17%	**18%**	*	18%	*	-	-	-	*	*	17%	15%
	2016	19%	14%	**13%**	-	14%	*	*	-	-	*	*	13%	12%
Writing	2017	12%	8%	*	*	*	*	-	-	-	-	*	*	*
	2016	15%	12%	**22%**	-	22%	*	-	-	-	*	*	20%	28%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**46%**	*	45%	*	-	-	-	-	*	48%	37%
	2016	62%	62%	**64%**	-	65%	*	*	-	-	*	53%	61%	58%
Reading	2017	59%	57%	**36%**	*	37%	*	-	-	-	-	*	37%	32%
	2016	60%	61%	**66%**	-	69%	*	*	-	-	*	53%	63%	64%
Mathematics	2017	64%	59%	**56%**	*	54%	*	-	-	-	-	*	58%	42%
	2016	63%	63%	**61%**	-	61%	*	*	-	-	*	*	59%	52%

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 702
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**17%**	*	16%	*	-	-	-	-	*	17%	15%
	2016	17%	16%	**23%**	-	24%	*	*	-	-	*	30%	22%	22%
Reading	2017	17%	16%	**10%**	*	10%	*	-	-	-	-	*	10%	12%
	2016	16%	16%	**24%**	-	25%	*	*	-	-	*	33%	23%	22%
Mathematics	2017	20%	16%	**24%**	*	23%	*	-	-	-	-	*	25%	18%
	2016	17%	15%	**22%**	-	23%	*	*	-	-	*	*	21%	22%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**44%**	-	50%	*	-	-	-	-	*	37%	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 702
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	66%	*	66%	-	-	-	-	-	61%	66%	65%
	2016	75%	72%	**71%**	72%	-	72%	-	-	-	-	-	37%	72%	67%
Reading	2017	72%	67%	**64%**	65%	*	65%	-	-	-	-	-	47%	65%	63%
	2016	73%	68%	**73%**	71%	-	71%	-	-	-	-	-	40%	71%	67%
Mathematics	2017	79%	77%	**69%**	63%	*	64%	-	-	-	-	-	73%	63%	65%
	2016	76%	76%	**68%**	60%	-	60%	-	-	-	-	-	47%	60%	58%
Writing	2017	67%	66%	**69%**	73%	-	73%	-	-	-	-	-	*	73%	73%
	2016	69%	68%	**76%**	96%	-	96%	-	-	-	-	-	*	96%	83%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**27%**	27%	*	27%	-	-	-	-	-	*	27%	25%
	2016	45%	39%	**32%**	37%	-	37%	-	-	-	-	-	*	37%	33%
Reading	2017	48%	41%	**37%**	42%	*	42%	-	-	-	-	-	*	42%	38%
	2016	46%	38%	**33%**	37%	-	37%	-	-	-	-	-	*	37%	32%
Mathematics	2017	48%	41%	**37%**	32%	*	33%	-	-	-	-	-	*	32%	31%
	2016	43%	38%	**30%**	24%	-	24%	-	-	-	-	-	*	24%	25%
Writing	2017	38%	33%	**31%**	32%	-	32%	-	-	-	-	-	*	32%	31%
	2016	41%	36%	**51%**	68%	-	68%	-	-	-	-	-	*	68%	57%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**15%**	14%	*	14%	-	-	-	-	-	*	14%	14%
	2016	18%	14%	**15%**	19%	-	19%	-	-	-	-	-	*	19%	17%
Reading	2017	19%	14%	**18%**	19%	*	19%	-	-	-	-	-	*	19%	18%
	2016	17%	12%	**14%**	18%	-	18%	-	-	-	-	-	*	18%	16%
Mathematics	2017	23%	17%	**18%**	16%	*	16%	-	-	-	-	-	*	16%	15%
	2016	19%	14%	**13%**	12%	-	12%	-	-	-	-	-	*	12%	12%

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 702
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**22%**	33%	-	33%	-	-	-	-	-	*	33%	28%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**46%**	35%	-	35%	-	-	-	-	-	*	35%	35%
	2016	62%	62%	**64%**	57%	-	57%	-	-	-	-	-	*	57%	57%
Reading	2017	59%	57%	**36%**	35%	-	35%	-	-	-	-	-	*	35%	34%
	2016	60%	61%	**66%**	65%	-	65%	-	-	-	-	-	*	65%	64%
Mathematics	2017	64%	59%	**56%**	35%	-	35%	-	-	-	-	-	*	35%	36%
	2016	63%	63%	**61%**	48%	-	48%	-	-	-	-	-	*	48%	51%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**17%**	12%	-	12%	-	-	-	-	-	*	12%	13%
	2016	17%	16%	**23%**	24%	-	24%	-	-	-	-	-	*	24%	23%
Reading	2017	17%	16%	**10%**	12%	-	12%	-	-	-	-	-	*	12%	11%
	2016	16%	16%	**24%**	25%	-	25%	-	-	-	-	-	*	25%	23%
Mathematics	2017	20%	16%	**24%**	12%	-	12%	-	-	-	-	-	*	12%	14%
	2016	17%	15%	**22%**	23%	-	23%	-	-	-	-	-	*	23%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**44%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	43%	44%	*	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 702
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**89%**	67%	89%	92%	-	-	-	*	88%	88%	87%
Not Included in Accountability													
Mobile	4%	4%	**11%**	33%	10%	8%	-	-	-	*	12%	11%	12%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	-	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	-	92%	84%	*	-	-	*	89%	91%	91%
Not Included in Accountability													
Mobile	4%	4%	**7%**	-	7%	16%	*	-	-	*	11%	8%	7%
Other Exclusions	1%	1%	**1%**	-	1%	0%	*	-	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.7%**	87.5%	96.0%	93.2%	*	*	-	*	94.9%	95.7%	97.0%
2014-15	95.7%	95.3%	**95.5%**	*	95.7%	95.2%	*	-	-	91.5%	94.9%	95.5%	96.7%

District Name: PASADENA ISD
Campus Name: GARDENS EL
Campus Number: 101917104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 702
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	702	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	83	11.8%	4.2%	4.2%
Kindergarten	99	14.1%	6.5%	7.0%
Grade 1	123	17.5%	7.6%	7.4%
Grade 2	150	21.4%	8.0%	7.6%
Grade 3	144	20.5%	7.7%	7.7%
Grade 4	103	14.7%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	28	4.0%	7.6%	12.6%
Hispanic	639	91.0%	82.7%	52.4%
White	30	4.3%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	629	89.6%	77.8%	59.0%
Non-Educationally Disadvantaged	73	10.4%	22.2%	41.0%
English Language Learners (ELL)	337	48.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	456	65.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	58			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	24	41.4%	16.5%	21.9%
Students with Autism	12	20.7%	19.1%	12.5%
Students with Behavioral Disabilities	12	20.7%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	104	19.1%	15.5%	16.2%
By Ethnicity:				
African American	10	1.8%		
Hispanic	77	14.1%		
White	15	2.8%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	9.2%	9.5%	3.8%	17.6%	13.5%	6.8%
Grade 2	9.4%	8.5%	2.4%	8.3%	3.9%	3.1%
Grade 3	11.2%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.0	17.3	18.8
Grade 1	17.5	18.2	18.8
Grade 2	20.3	18.3	18.9
Grade 3	21.8	18.3	19.0
Grade 4	17.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.0	100.0%	100.0%	100.0%
Professional Staff:	57.3	77.4%	60.0%	64.0%
Teachers	47.3	63.9%	47.3%	50.0%
Professional Support	8.0	10.8%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	2.9%
Educational Aides:	16.7	22.6%	11.2%	9.6%
Total Minority Staff:	43.5	58.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.3%	9.4%	10.2%
Hispanic	20.2	42.8%	34.6%	26.6%
White	24.0	50.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.1	10.7%	23.8%	23.7%
Females	42.2	89.3%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	1.0%	1.2%
Bachelors	36.2	76.7%	78.0%	74.5%
Masters	9.0	19.1%	20.0%	23.6%
Doctorate	1.0	2.1%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.2	13.1%	7.3%	7.8%
1-5 Years Experience	14.0	29.6%	35.5%	28.0%
6-10 Years Experience	10.0	21.2%	23.5%	20.9%
11-20 Years Experience	13.0	27.6%	23.9%	27.8%
Over 20 Years Experience	4.0	8.5%	9.9%	15.5%
Number of Students per Teacher	14.9	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	20.4	19.5
Average Years Experience of Principals with District	15.0	19.3	12.2
Average Years Experience of Assistant Principals	26.0	15.3	15.7
Average Years Experience of Assistant Principals with District	26.0	13.7	10.1
Average Years Experience of Teachers:	9.8	9.2	10.9
Average Years Experience of Teachers with District:	8.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,773	$50,819	$46,199
1-5 Years Experience	$52,047	$52,776	$48,779
6-10 Years Experience	$50,132	$54,387	$51,184
11-20 Years Experience	$55,439	$54,825	$54,396
Over 20 Years Experience	$59,024	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,873	$54,351	$52,525
Professional Support	$60,761	$70,369	$61,728
Campus Administration (School Leadership)	$90,235	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	311	44.3%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	32	4.6%	5.0%	7.8%
Special Education	58	8.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	18.7	39.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	25.8	54.5%	62.9%	72.8%
Special Education	2.9	6.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GARFIELD EL**

Campus Number: **101917105**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 779
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**69%**	*	72%	*	*	-	-	*	31%	65%	71%
	2016	73%	74%	**73%**	*	74%	63%	-	*	-	-	*	70%	67%
Mathematics	2017	78%	78%	**81%**	*	85%	71%	*	-	-	*	38%	78%	88%
	2016	75%	76%	**82%**	71%	83%	75%	-	*	-	-	45%	80%	77%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**59%**	*	61%	*	-	*	*	-	28%	54%	57%
	2016	75%	76%	**69%**	*	70%	*	-	*	-	-	36%	68%	66%
Mathematics	2017	76%	76%	**70%**	*	73%	*	-	*	*	-	33%	68%	69%
	2016	73%	74%	**71%**	*	73%	*	-	*	-	-	36%	71%	76%
Writing	2017	65%	66%	**58%**	*	61%	*	-	*	*	-	*	55%	56%
	2016	69%	70%	**63%**	*	65%	*	-	*	-	-	*	63%	67%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	29%	70%	56%	*	*	*	*	29%	64%	68%
	2016	75%	72%	**71%**	46%	73%	73%	-	100%	-	-	35%	70%	71%
Reading	2017	72%	67%	**64%**	36%	67%	46%	*	*	*	*	29%	59%	64%
	2016	73%	68%	**71%**	50%	72%	70%	-	*	-	-	32%	69%	66%
Mathematics	2017	79%	77%	**75%**	*	79%	69%	*	*	*	*	35%	73%	79%
	2016	76%	76%	**76%**	50%	78%	80%	-	*	-	-	40%	75%	77%
Writing	2017	67%	66%	**58%**	*	61%	*	-	*	*	-	*	55%	56%
	2016	69%	68%	**63%**	*	65%	*	-	*	-	-	*	63%	67%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**32%**	*	33%	*	*	*	*	*	*	29%	27%
	2016	45%	39%	**35%**	*	36%	*	-	*	-	-	*	32%	33%

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 779
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**41%**	*	43%	38%	*	*	*	*	*	37%	38%
	2016	46%	38%	**42%**	*	43%	*	-	*	-	-	*	38%	42%
Mathematics	2017	48%	41%	**39%**	*	42%	*	*	*	*	*	26%	38%	36%
	2016	43%	38%	**42%**	*	44%	*	-	*	-	-	*	40%	41%
Writing	2017	38%	33%	**30%**	*	31%	*	-	*	*	-	*	29%	24%
	2016	41%	36%	**27%**	*	27%	*	-	*	-	-	*	25%	28%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**18%**	*	18%	25%	*	*	*	*	*	16%	18%
	2016	18%	14%	**16%**	*	16%	23%	-	*	-	-	*	15%	16%
Reading	2017	19%	14%	**25%**	*	25%	*	*	*	*	*	*	21%	25%
	2016	17%	12%	**20%**	*	20%	*	-	*	-	-	*	18%	20%
Mathematics	2017	23%	17%	**18%**	*	18%	*	*	*	*	*	*	16%	17%
	2016	19%	14%	**16%**	*	16%	*	-	*	-	-	*	15%	15%
Writing	2017	12%	8%	**4%**	*	4%	*	-	*	*	-	*	*	*
	2016	15%	12%	**9%**	*	9%	*	-	*	-	-	*	9%	10%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**43%**	*	43%	*	-	*	*	-	*	43%	48%
	2016	62%	62%	**57%**	*	60%	*	-	*	-	-	*	56%	61%
Reading	2017	59%	57%	**45%**	*	44%	*	-	*	*	-	*	45%	52%
	2016	60%	61%	**59%**	*	61%	*	-	*	-	-	*	57%	63%
Mathematics	2017	64%	59%	**41%**	*	42%	*	-	*	*	-	*	42%	44%
	2016	63%	63%	**55%**	*	58%	*	-	*	-	-	*	55%	60%

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 779
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**13%**	*	13%	*	-	*	*	-	*	12%	18%
	2016	17%	16%	**23%**	*	24%	*	-	*	-	-	*	22%	24%
Reading	2017	17%	16%	**18%**	*	19%	*	-	*	*	-	*	16%	25%
	2016	16%	16%	**28%**	*	30%	*	-	*	-	-	*	25%	28%
Mathematics	2017	20%	16%	**7%**	*	8%	*	-	*	*	-	*	7%	10%
	2016	17%	15%	**18%**	*	18%	*	-	*	-	-	*	19%	21%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	*	-	*	*	*
	2016	35%	35%	**30%**	*	34%	-	-	-	-	-	*	26%	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	*	-	*	*	*

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 779
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	71%	-	54%	87%	-	-	-	-	36%	71%	68%
	2016	75%	72%	**71%**	75%	-	62%	85%	-	100%	100%	-	28%	75%	71%
Reading	2017	72%	67%	**64%**	66%	-	52%	80%	-	-	-	-	*	66%	64%
	2016	73%	68%	**71%**	69%	-	61%	75%	-	*	*	-	38%	69%	66%
Mathematics	2017	79%	77%	**75%**	81%	-	65%	95%	-	-	-	-	50%	81%	79%
	2016	76%	76%	**76%**	82%	-	69%	93%	-	*	*	-	*	82%	77%
Writing	2017	67%	66%	**58%**	60%	-	33%	84%	-	-	-	-	*	60%	56%
	2016	69%	68%	**63%**	72%	-	52%	89%	-	*	*	-	*	72%	67%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**32%**	29%	-	10%	44%	-	-	-	-	*	29%	27%
	2016	45%	39%	**35%**	35%	-	23%	43%	-	*	*	-	*	36%	33%
Reading	2017	48%	41%	**41%**	40%	-	26%	51%	-	-	-	-	*	40%	38%
	2016	46%	38%	**42%**	45%	-	34%	52%	-	*	*	-	*	46%	42%
Mathematics	2017	48%	41%	**39%**	39%	-	22%	52%	-	-	-	-	*	39%	36%
	2016	43%	38%	**42%**	45%	-	27%	57%	-	*	*	-	*	46%	41%
Writing	2017	38%	33%	**30%**	25%	-	*	32%	-	-	-	-	*	25%	24%
	2016	41%	36%	**27%**	30%	-	*	36%	-	*	*	-	*	31%	28%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**18%**	19%	-	10%	28%	-	-	-	-	*	19%	18%
	2016	18%	14%	**16%**	18%	-	10%	24%	-	*	*	-	*	18%	16%
Reading	2017	19%	14%	**25%**	27%	-	15%	38%	-	-	-	-	*	27%	25%
	2016	17%	12%	**20%**	22%	-	15%	28%	-	*	*	-	*	23%	20%
Mathematics	2017	23%	17%	**18%**	18%	-	8%	28%	-	-	-	-	*	18%	17%
	2016	19%	14%	**16%**	16%	-	*	22%	-	*	*	-	*	16%	15%

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 779
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**4%**	*	-	*	*	-	-	-	-	*	*	*
	2016	15%	12%	**9%**	11%	-	*	18%	-	*	*	-	*	11%	10%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**43%**	46%	-	38%	53%	-	-	-	-	*	46%	48%
	2016	62%	62%	**57%**	60%	-	46%	72%	-	*	*	-	*	61%	60%
Reading	2017	59%	57%	**45%**	51%	-	47%	55%	-	-	-	-	*	51%	53%
	2016	60%	61%	**59%**	61%	-	44%	76%	-	*	*	-	*	61%	62%
Mathematics	2017	64%	59%	**41%**	41%	-	*	*	-	-	-	-	*	41%	43%
	2016	63%	63%	**55%**	59%	-	48%	69%	-	*	*	-	*	60%	57%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**13%**	18%	-	13%	23%	-	-	-	-	*	18%	17%
	2016	17%	16%	**23%**	28%	-	22%	33%	-	*	*	-	*	28%	27%
Reading	2017	17%	16%	**18%**	26%	-	16%	34%	-	-	-	-	*	26%	24%
	2016	16%	16%	**28%**	30%	-	19%	41%	-	*	*	-	*	30%	30%
Mathematics	2017	20%	16%	**7%**	11%	-	*	*	-	-	-	-	*	11%	9%
	2016	17%	15%	**18%**	25%	-	26%	24%	-	*	*	-	*	26%	24%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**30%**	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	-	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 779
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	93%	100%	100%	*	*	*	*	98%	99%	100%
Included in Accountability	94%	94%	**94%**	83%	94%	100%	*	*	*	*	91%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**4%**	10%	4%	0%	*	*	*	*	7%	5%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	*	*	*	0%	1%	3%
Not Tested	1%	1%	**1%**	7%	0%	0%	*	*	*	*	2%	1%	0%
Absent	1%	1%	**1%**	7%	0%	0%	*	*	*	*	2%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	99%	99%
Included in Accountability	94%	94%	**95%**	95%	96%	88%	-	100%	-	-	95%	95%	98%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	3%	12%	-	0%	-	-	5%	4%	1%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	1%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.7%**	95.9%	96.7%	96.0%	*	*	-	*	96.6%	96.8%	96.9%
2014-15	95.7%	95.3%	**96.7%**	95.8%	96.8%	95.8%	*	94.7%	-	*	96.3%	96.7%	97.2%

District Name: PASADENA ISD
Campus Name: GARFIELD EL
Campus Number: 101917105

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 779
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	779	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	93	11.9%	4.2%	4.2%
Kindergarten	112	14.4%	6.5%	7.0%
Grade 1	128	16.4%	7.6%	7.4%
Grade 2	152	19.5%	8.0%	7.6%
Grade 3	149	19.1%	7.7%	7.7%
Grade 4	145	18.6%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	41	5.3%	7.6%	12.6%
Hispanic	710	91.1%	82.7%	52.4%
White	24	3.1%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	645	82.8%	77.8%	59.0%
Non-Educationally Disadvantaged	134	17.2%	22.2%	41.0%
English Language Learners (ELL)	417	53.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	540	69.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	19.4%	47.0%	44.5%
Students with Physical Disabilities	24	38.7%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	17	27.4%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	61	9.4%	15.5%	16.2%
By Ethnicity:				
African American	6	0.9%		
Hispanic	51	7.9%		
White	4	0.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	11.2%	9.5%	3.8%	26.7%	13.5%	6.8%
Grade 2	3.4%	8.5%	2.4%	6.3%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.5	17.3	18.8
Grade 1	18.0	18.2	18.8
Grade 2	18.5	18.3	18.9
Grade 3	15.6	18.3	19.0
Grade 4	15.9	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	79.5	100.0%	100.0%	100.0%
Professional Staff:	63.0	79.3%	60.0%	64.0%
Teachers	54.0	67.9%	47.3%	50.0%
Professional Support	6.0	7.6%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	2.9%
Educational Aides:	16.5	20.7%	11.2%	9.6%
Total Minority Staff:	54.5	68.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	3.7%	9.4%	10.2%
Hispanic	34.0	62.9%	34.6%	26.6%
White	17.0	31.5%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.9%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	7.4%	23.8%	23.7%
Females	50.0	92.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	44.0	81.5%	78.0%	74.5%
Masters	10.0	18.5%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.7%	7.3%	7.8%
1-5 Years Experience	15.0	27.8%	35.5%	28.0%
6-10 Years Experience	13.0	24.1%	23.5%	20.9%
11-20 Years Experience	20.0	37.1%	23.9%	27.8%
Over 20 Years Experience	4.0	7.4%	9.9%	15.5%
Number of Students per Teacher	14.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	20.4	19.5
Average Years Experience of Principals with District	23.0	19.3	12.2
Average Years Experience of Assistant Principals	14.5	15.3	15.7
Average Years Experience of Assistant Principals with District	14.5	13.7	10.1
Average Years Experience of Teachers:	9.6	9.2	10.9
Average Years Experience of Teachers with District:	6.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,096	$52,776	$48,779
6-10 Years Experience	$53,458	$54,387	$51,184
11-20 Years Experience	$51,117	$54,825	$54,396
Over 20 Years Experience	$51,968	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,012	$54,351	$52,525
Professional Support	$59,550	$70,369	$61,728
Campus Administration (School Leadership)	$86,069	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	489	62.8%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	23	3.0%	5.0%	7.8%
Special Education	62	8.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	21.9	40.6%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	26.8	49.7%	62.9%	72.8%
Special Education	5.2	9.7%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GENOA EL**

Campus Number: **101917106**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 789
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**58%**	47%	60%	*	-	*	-	*	*	58%	58%
	2016	73%	74%	**74%**	60%	76%	*	-	*	-	-	*	75%	84%
Mathematics	2017	78%	78%	**61%**	*	66%	*	-	*	-	*	*	61%	69%
	2016	75%	76%	**71%**	60%	74%	*	-	*	-	-	*	73%	81%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**71%**	88%	69%	*	-	*	-	-	53%	71%	67%
	2016	75%	76%	**66%**	*	64%	*	-	*	-	*	*	67%	56%
Mathematics	2017	76%	76%	**71%**	75%	71%	*	-	*	-	-	47%	75%	76%
	2016	73%	74%	**75%**	100%	74%	*	-	*	-	*	*	76%	69%
Writing	2017	65%	66%	**73%**	88%	72%	*	-	*	-	-	40%	75%	78%
	2016	69%	70%	**58%**	100%	54%	*	-	*	-	*	*	60%	45%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	57%	67%	57%	-	82%	-	*	41%	68%	69%
	2016	75%	72%	**69%**	74%	68%	68%	-	87%	-	56%	25%	70%	67%
Reading	2017	72%	67%	**64%**	61%	64%	67%	-	71%	-	*	41%	64%	62%
	2016	73%	68%	**70%**	67%	70%	78%	-	83%	-	*	22%	71%	70%
Mathematics	2017	79%	77%	**66%**	43%	68%	*	-	86%	-	*	41%	68%	72%
	2016	76%	76%	**73%**	73%	74%	56%	-	83%	-	*	30%	74%	75%
Writing	2017	67%	66%	**73%**	88%	72%	*	-	*	-	-	40%	75%	78%
	2016	69%	68%	**58%**	100%	54%	*	-	*	-	*	*	60%	45%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**33%**	26%	33%	*	-	*	-	*	30%	34%	31%
	2016	45%	39%	**33%**	40%	30%	*	-	*	-	*	*	34%	28%

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 789
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**39%**	22%	40%	*	-	*	-	*	30%	39%	39%
	2016	46%	38%	**43%**	53%	40%	*	-	*	-	*	*	43%	38%
Mathematics	2017	48%	41%	**40%**	30%	41%	*	-	*	-	*	33%	43%	44%
	2016	43%	38%	**42%**	40%	41%	*	-	*	-	*	*	44%	47%
Writing	2017	38%	33%	**47%**	75%	45%	*	-	*	-	-	33%	51%	38%
	2016	41%	36%	**36%**	*	32%	*	-	*	-	*	*	38%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**22%**	17%	23%	*	-	*	-	*	10%	23%	23%
	2016	18%	14%	**17%**	23%	16%	*	-	40%	-	*	*	18%	14%
Reading	2017	19%	14%	**24%**	*	26%	*	-	*	-	*	*	25%	23%
	2016	17%	12%	**21%**	*	20%	*	-	*	-	*	*	22%	17%
Mathematics	2017	23%	17%	**25%**	22%	25%	*	-	*	-	*	19%	26%	29%
	2016	19%	14%	**15%**	*	14%	*	-	*	-	*	*	16%	13%
Writing	2017	12%	8%	**11%**	*	12%	*	-	*	-	-	*	12%	9%
	2016	15%	12%	**13%**	*	11%	*	-	*	-	*	*	14%	9%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**69%**	*	71%	*	-	*	-	-	68%	70%	70%
	2016	62%	62%	**58%**	*	59%	*	-	*	-	*	*	60%	59%
Reading	2017	59%	57%	**69%**	*	70%	*	-	*	-	-	79%	70%	65%
	2016	60%	61%	**59%**	*	60%	*	-	*	-	*	*	60%	56%
Mathematics	2017	64%	59%	**69%**	*	72%	*	-	*	-	-	*	71%	74%
	2016	63%	63%	**57%**	*	59%	*	-	*	-	*	*	60%	62%

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 789
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**35%**	*	39%	*	-	*	-	-	29%	39%	43%
	2016	17%	16%	**23%**	*	22%	*	-	*	-	*	*	23%	23%
Reading	2017	17%	16%	**32%**	*	35%	*	-	*	-	-	36%	35%	35%
	2016	16%	16%	**20%**	*	19%	*	-	*	-	*	*	20%	20%
Mathematics	2017	20%	16%	**39%**	*	43%	*	-	*	-	-	*	43%	52%
	2016	17%	15%	**26%**	*	25%	*	-	*	-	*	*	27%	27%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**32%**	-	32%	-	-	-	-	-	*	26%	*
Mathematics	2017	43%	44%	**27%**	*	27%	*	-	-	-	-	*	40%	*

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 789
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	75%	-	75%	-	-	75%	-	75%	45%	75%	69%
	2016	75%	72%	**69%**	69%	-	69%	-	-	*	-	*	58%	69%	67%
Reading	2017	72%	67%	**64%**	70%	-	70%	-	-	*	-	*	33%	70%	62%
	2016	73%	68%	**70%**	69%	-	69%	-	-	*	-	*	71%	69%	70%
Mathematics	2017	79%	77%	**66%**	79%	-	79%	-	-	*	-	*	48%	79%	72%
	2016	76%	76%	**73%**	81%	-	81%	-	-	*	-	*	48%	81%	75%
Writing	2017	67%	66%	**73%**	80%	-	80%	-	-	*	-	*	64%	81%	78%
	2016	69%	68%	**58%**	44%	-	44%	-	-	-	-	-	50%	44%	45%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**33%**	37%	-	37%	-	-	*	-	*	*	38%	31%
	2016	45%	39%	**33%**	32%	-	32%	-	-	-	-	-	*	32%	28%
Reading	2017	48%	41%	**39%**	44%	-	44%	-	-	*	-	*	26%	45%	39%
	2016	46%	38%	**43%**	46%	-	46%	-	-	-	-	-	*	46%	38%
Mathematics	2017	48%	41%	**40%**	57%	-	57%	-	-	*	-	*	*	58%	44%
	2016	43%	38%	**42%**	54%	-	54%	-	-	-	-	-	25%	54%	47%
Writing	2017	38%	33%	**47%**	46%	-	46%	-	-	-	-	-	*	46%	38%
	2016	41%	36%	**36%**	33%	-	33%	-	-	-	-	-	*	33%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**22%**	28%	-	28%	-	-	42%	-	42%	*	28%	23%
	2016	18%	14%	**17%**	16%	-	16%	-	-	*	-	*	*	16%	14%
Reading	2017	19%	14%	**24%**	29%	-	29%	-	-	*	-	*	*	28%	23%
	2016	17%	12%	**21%**	20%	-	20%	-	-	*	-	*	*	20%	17%
Mathematics	2017	23%	17%	**25%**	35%	-	35%	-	-	*	-	*	*	36%	29%
	2016	19%	14%	**15%**	15%	-	15%	-	-	*	-	*	*	15%	13%

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 789
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**11%**	*	-	*	-	-	*	-	*	*	11%	9%
	2016	15%	12%	**13%**	*	-	*	-	-	-	-	-	*	*	9%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**69%**	75%	-	75%	-	-	*	-	*	*	74%	72%
	2016	62%	62%	**58%**	59%	-	59%	-	-	*	-	*	50%	60%	58%
Reading	2017	59%	57%	**69%**	70%	-	70%	-	-	*	-	*	*	68%	67%
	2016	60%	61%	**59%**	51%	-	51%	-	-	*	-	*	*	52%	55%
Mathematics	2017	64%	59%	**69%**	80%	-	80%	-	-	*	-	*	*	80%	77%
	2016	63%	63%	**57%**	67%	-	67%	-	-	*	-	*	*	68%	62%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**35%**	52%	-	52%	-	-	*	-	*	*	52%	46%
	2016	17%	16%	**23%**	23%	-	23%	-	-	*	-	*	25%	24%	24%
Reading	2017	17%	16%	**32%**	41%	-	41%	-	-	*	-	*	*	42%	37%
	2016	16%	16%	**20%**	16%	-	16%	-	-	*	-	*	*	16%	20%
Mathematics	2017	20%	16%	**39%**	63%	-	63%	-	-	*	-	*	*	62%	55%
	2016	17%	15%	**26%**	31%	-	31%	-	-	*	-	*	*	32%	28%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	**32%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**27%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 789
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%
Included in Accountability	94%	94%	**93%**	93%	93%	100%	-	85%	-	*	85%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	7%	5%	0%	-	0%	-	*	6%	5%	7%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	15%	-	*	9%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**86%**	56%	89%	100%	-	83%	-	82%	77%	87%	89%
Not Included in Accountability													
Mobile	4%	4%	**12%**	44%	10%	0%	-	0%	-	18%	23%	12%	7%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	17%	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.5%**	95.0%	96.7%	93.8%	-	97.2%	*	96.5%	95.2%	96.7%	97.2%
2014-15	95.7%	95.3%	**96.7%**	95.4%	96.8%	95.6%	-	97.1%	-	*	95.3%	96.8%	97.3%

District Name: PASADENA ISD
Campus Name: GENOA EL
Campus Number: 101917106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 789
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	789	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	11	1.4%	0.3%	0.3%
Pre-Kindergarten	94	11.9%	4.2%	4.2%
Kindergarten	126	16.0%	6.5%	7.0%
Grade 1	140	17.7%	7.6%	7.4%
Grade 2	131	16.6%	8.0%	7.6%
Grade 3	151	19.1%	7.7%	7.7%
Grade 4	136	17.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	66	8.4%	7.6%	12.6%
Hispanic	643	81.5%	82.7%	52.4%
White	38	4.8%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	28	3.5%	3.0%	4.2%
Pacific Islander	2	0.3%	0.1%	0.1%
Two or More Races	12	1.5%	0.7%	2.2%
Economically Disadvantaged	622	78.8%	77.8%	59.0%
Non-Educationally Disadvantaged	167	21.2%	22.2%	41.0%
English Language Learners (ELL)	377	47.8%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	497	63.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	95			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	20.0%	47.0%	44.5%
Students with Physical Disabilities	38	40.0%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	20	21.1%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	120	19.5%	15.5%	16.2%
By Ethnicity:				
African American	28	4.6%		
Hispanic	85	13.8%		
White	4	0.7%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	3.5%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	0.0%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.5	17.3	18.8
Grade 1	21.3	18.2	18.8
Grade 2	18.5	18.3	18.9
Grade 3	22.8	18.3	19.0
Grade 4	21.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	80.3	100.0%	100.0%	100.0%
Professional Staff:	60.5	75.4%	60.0%	64.0%
Teachers	51.1	63.7%	47.3%	50.0%
Professional Support	7.4	9.2%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.5%	2.4%	2.9%
Educational Aides:	19.8	24.6%	11.2%	9.6%
Total Minority Staff:	54.0	67.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.5	4.8%	9.4%	10.2%
Hispanic	27.0	52.8%	34.6%	26.6%
White	20.7	40.4%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	7.8%	23.8%	23.7%
Females	47.1	92.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	36.1	70.6%	78.0%	74.5%
Masters	15.0	29.4%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.9%	7.3%	7.8%
1-5 Years Experience	16.0	31.3%	35.5%	28.0%
6-10 Years Experience	8.6	16.7%	23.5%	20.9%
11-20 Years Experience	21.0	41.1%	23.9%	27.8%
Over 20 Years Experience	3.5	6.9%	9.9%	15.5%
Number of Students per Teacher	15.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	37.0	15.3	15.7
Average Years Experience of Assistant Principals with District	29.0	13.7	10.1
Average Years Experience of Teachers:	10.2	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$54,040	$52,776	$48,779
6-10 Years Experience	$55,385	$54,387	$51,184
11-20 Years Experience	$53,250	$54,825	$54,396
Over 20 Years Experience	$57,258	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,045	$54,351	$52,525
Professional Support	$65,477	$70,369	$61,728
Campus Administration (School Leadership)	$94,305	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	304	38.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	34	4.3%	5.0%	7.8%
Special Education	95	12.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	18.6	36.3%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	26.2	51.1%	62.9%	72.8%
Special Education	6.4	12.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **GOLDEN ACRES EL**

Campus Number: **101917107**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 462
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**84%**	-	84%	82%	*	*	-	-	63%	84%	85%
	2016	73%	74%	**69%**	*	72%	50%	-	-	-	-	*	69%	92%
Mathematics	2017	78%	78%	**81%**	-	81%	73%	*	100%	-	-	63%	82%	85%
	2016	75%	76%	**83%**	*	86%	67%	-	-	-	-	*	85%	96%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**75%**	-	76%	67%	-	-	-	-	*	70%	83%
	2016	75%	76%	**76%**	-	76%	75%	-	-	-	-	*	77%	72%
Mathematics	2017	76%	76%	**83%**	-	82%	89%	-	-	-	-	*	81%	87%
	2016	73%	74%	**90%**	-	90%	92%	-	-	-	-	*	93%	92%
Writing	2017	65%	66%	**67%**	-	68%	56%	-	-	-	-	*	63%	73%
	2016	69%	70%	**80%**	-	79%	82%	-	-	-	-	*	81%	74%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**78%**	-	78%	73%	*	90%	-	-	43%	76%	83%
	2016	75%	72%	**79%**	*	81%	73%	-	-	-	-	36%	81%	84%
Reading	2017	72%	67%	**79%**	-	80%	75%	*	*	-	-	42%	77%	84%
	2016	73%	68%	**72%**	*	74%	63%	-	-	-	-	*	73%	80%
Mathematics	2017	79%	77%	**82%**	-	81%	80%	*	100%	-	-	50%	82%	86%
	2016	76%	76%	**86%**	*	88%	79%	-	-	-	-	*	89%	93%
Writing	2017	67%	66%	**67%**	-	68%	56%	-	-	-	-	*	63%	73%
	2016	69%	68%	**80%**	-	79%	82%	-	-	-	-	*	81%	74%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**41%**	-	42%	30%	*	*	-	-	50%	39%	48%
	2016	45%	39%	**37%**	*	35%	42%	-	-	-	-	*	32%	43%

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 462
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**54%**	-	55%	45%	*	*	-	-	42%	51%	57%
	2016	46%	38%	**38%**	*	38%	38%	-	-	-	-	*	35%	49%
Mathematics	2017	48%	41%	**51%**	-	53%	35%	*	*	-	-	50%	52%	65%
	2016	43%	38%	**52%**	*	53%	50%	-	-	-	-	*	49%	56%
Writing	2017	38%	33%	**33%**	-	35%	*	-	-	-	-	*	33%	44%
	2016	41%	36%	**40%**	-	41%	*	-	-	-	-	-	37%	52%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**24%**	-	25%	10%	*	*	-	-	32%	21%	27%
	2016	18%	14%	**21%**	*	22%	17%	-	-	-	-	*	19%	22%
Reading	2017	19%	14%	**34%**	-	36%	*	*	*	-	-	*	31%	33%
	2016	17%	12%	**21%**	*	21%	21%	-	-	-	-	*	19%	21%
Mathematics	2017	23%	17%	**23%**	-	25%	*	*	*	-	-	42%	19%	28%
	2016	19%	14%	**27%**	*	28%	21%	-	-	-	-	*	24%	31%
Writing	2017	12%	8%	*****	-	*	*	-	-	-	-	*	*	*
	2016	15%	12%	**9%**	-	11%	*	-	-	-	-	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**67%**	-	66%	72%	-	*	-	-	*	68%	68%
	2016	62%	62%	**69%**	-	71%	*	-	-	-	-	*	68%	74%
Reading	2017	59%	57%	**75%**	-	75%	*	-	*	-	-	*	73%	75%
	2016	60%	61%	**67%**	-	71%	*	-	-	-	-	*	68%	77%
Mathematics	2017	64%	59%	**58%**	-	57%	*	-	*	-	-	*	62%	61%
	2016	63%	63%	**70%**	-	71%	*	-	-	-	-	*	67%	71%

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 462
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**28%**	-	28%	33%	-	*	-	-	*	27%	36%
	2016	17%	16%	**28%**	-	29%	*	-	-	-	-	*	27%	34%
Reading	2017	17%	16%	**34%**	-	34%	*	-	*	-	-	*	28%	43%
	2016	16%	16%	**21%**	-	21%	*	-	-	-	-	*	19%	26%
Mathematics	2017	20%	16%	**22%**	-	21%	*	-	*	-	-	*	25%	29%
	2016	17%	15%	**34%**	-	38%	*	-	-	-	-	*	35%	43%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**39%**	-	42%	*	-	-	-	-	*	26%	*
	2016	35%	35%	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	*	*	-	-	-	-	*	*	-

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 462
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**78%**	82%	-	82%	-	-	83%	-	83%	100%	82%	83%
	2016	75%	72%	**79%**	83%	-	83%	-	-	-	-	-	91%	83%	84%
Reading	2017	72%	67%	**79%**	84%	-	84%	-	-	*	-	*	*	83%	84%
	2016	73%	68%	**72%**	79%	-	79%	-	-	-	-	-	*	79%	80%
Mathematics	2017	79%	77%	**82%**	84%	-	84%	-	-	*	-	*	*	85%	86%
	2016	76%	76%	**86%**	95%	-	95%	-	-	-	-	-	*	95%	93%
Writing	2017	67%	66%	**67%**	73%	-	73%	-	-	-	-	-	-	73%	73%
	2016	69%	68%	**80%**	71%	-	71%	-	-	-	-	-	*	71%	74%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**41%**	47%	-	47%	-	-	*	-	*	*	46%	48%
	2016	45%	39%	**37%**	42%	-	42%	-	-	-	-	-	*	42%	43%
Reading	2017	48%	41%	**54%**	56%	-	56%	-	-	*	-	*	*	54%	57%
	2016	46%	38%	**38%**	49%	-	49%	-	-	-	-	-	*	49%	49%
Mathematics	2017	48%	41%	**51%**	65%	-	65%	-	-	*	-	*	*	64%	65%
	2016	43%	38%	**52%**	57%	-	57%	-	-	-	-	-	*	57%	56%
Writing	2017	38%	33%	**33%**	44%	-	44%	-	-	-	-	-	-	44%	44%
	2016	41%	36%	**40%**	50%	-	50%	-	-	-	-	-	*	50%	52%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**24%**	25%	-	25%	-	-	*	-	*	75%	24%	27%
	2016	18%	14%	**21%**	23%	-	23%	-	-	-	-	-	*	23%	22%
Reading	2017	19%	14%	**34%**	31%	-	31%	-	-	*	-	*	*	29%	33%
	2016	17%	12%	**21%**	21%	-	21%	-	-	-	-	-	*	21%	21%
Mathematics	2017	23%	17%	**23%**	27%	-	27%	-	-	*	-	*	*	26%	28%
	2016	19%	14%	**27%**	33%	-	33%	-	-	-	-	-	*	33%	31%

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 462
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	*	*	-	*	-	-	-	-	-	-	*	*
	2016	15%	12%	**9%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**67%**	67%	-	67%	-	-	*	-	*	-	68%	68%
	2016	62%	62%	**69%**	72%	-	72%	-	-	-	-	-	*	72%	73%
Reading	2017	59%	57%	**75%**	74%	-	74%	-	-	*	-	*	-	75%	75%
	2016	60%	61%	**67%**	73%	-	73%	-	-	-	-	-	*	73%	76%
Mathematics	2017	64%	59%	**58%**	59%	-	59%	-	-	*	-	*	-	61%	61%
	2016	63%	63%	**70%**	70%	-	70%	-	-	-	-	-	*	70%	70%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**28%**	37%	-	37%	-	-	*	-	*	-	36%	36%
	2016	17%	16%	**28%**	35%	-	35%	-	-	-	-	-	*	35%	35%
Reading	2017	17%	16%	**34%**	44%	-	44%	-	-	*	-	*	-	43%	43%
	2016	16%	16%	**21%**	27%	-	27%	-	-	-	-	-	*	27%	27%
Mathematics	2017	20%	16%	**22%**	30%	-	30%	-	-	*	-	*	-	29%	29%
	2016	17%	15%	**34%**	43%	-	43%	-	-	-	-	-	*	43%	42%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**39%**	*	-	*	-	-	-	-	-	-	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 462
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	-	100%	100%	*	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**95%**	-	95%	92%	*	100%	-	-	93%	96%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	-	5%	8%	*	0%	-	-	7%	4%	5%
Other Exclusions	1%	2%	**0%**	-	0%	0%	*	0%	-	-	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	0%	*	0%	-	-	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	0%	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	*	88%	87%	-	-	-	-	81%	87%	88%
Not Included in Accountability													
Mobile	4%	4%	**12%**	*	12%	13%	-	-	-	-	19%	12%	11%
Other Exclusions	1%	1%	**0%**	*	1%	0%	-	-	-	-	0%	1%	1%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.9%**	*	97.1%	95.7%	*	*	-	*	95.9%	97.1%	97.5%
2014-15	95.7%	95.3%	**96.8%**	*	96.9%	95.9%	-	*	-	*	94.9%	96.6%	97.7%

District Name: PASADENA ISD
Campus Name: GOLDEN ACRES EL
Campus Number: 101917107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 462
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	462	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	42	9.1%	4.2%	4.2%
Kindergarten	73	15.8%	6.5%	7.0%
Grade 1	78	16.9%	7.6%	7.4%
Grade 2	101	21.9%	8.0%	7.6%
Grade 3	84	18.2%	7.7%	7.7%
Grade 4	84	18.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	4	0.9%	7.6%	12.6%
Hispanic	387	83.8%	82.7%	52.4%
White	59	12.8%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	7	1.5%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	4	0.9%	0.7%	2.2%
Economically Disadvantaged	378	81.8%	77.8%	59.0%
Non-Educationally Disadvantaged	84	18.2%	22.2%	41.0%
English Language Learners (ELL)	204	44.2%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	282	61.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	56			
By Type of Primary Disability				
Students with Intellectual Disabilities	5	8.9%	47.0%	44.5%
Students with Physical Disabilities	19	33.9%	16.5%	21.9%
Students with Autism	25	44.6%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	87	21.1%	15.5%	16.2%
By Ethnicity:				
African American	2	0.5%		
Hispanic	49	11.9%		
White	32	7.8%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.7%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	11.0%	9.5%	3.8%	25.0%	13.5%	6.8%
Grade 2	4.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	7.2%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.4%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.3	17.3	18.8
Grade 1	19.5	18.2	18.8
Grade 2	18.3	18.3	18.9
Grade 3	16.3	18.3	19.0
Grade 4	17.3	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.5	100.0%	100.0%	100.0%
Professional Staff:	42.6	74.2%	60.0%	64.0%
Teachers	35.8	62.2%	47.3%	50.0%
Professional Support	4.8	8.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.5%	2.4%	2.9%
Educational Aides:	14.8	25.8%	11.2%	9.6%
Total Minority Staff:	32.9	57.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.4%	10.2%
Hispanic	17.0	47.5%	34.6%	26.6%
White	18.8	52.5%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.0	5.6%	23.8%	23.7%
Females	33.8	94.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	30.8	86.0%	78.0%	74.5%
Masters	5.0	14.0%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.6%	7.3%	7.8%
1-5 Years Experience	17.0	47.5%	35.5%	28.0%
6-10 Years Experience	7.0	19.6%	23.5%	20.9%
11-20 Years Experience	4.0	11.2%	23.9%	27.8%
Over 20 Years Experience	5.8	16.1%	9.9%	15.5%
Number of Students per Teacher	12.9	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	20.4	19.5
Average Years Experience of Principals with District	4.0	19.3	12.2
Average Years Experience of Assistant Principals	1.0	15.3	15.7
Average Years Experience of Assistant Principals with District	1.0	13.7	10.1
Average Years Experience of Teachers:	8.8	9.2	10.9
Average Years Experience of Teachers with District:	6.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,585	$52,776	$48,779
6-10 Years Experience	$54,931	$54,387	$51,184
11-20 Years Experience	$52,485	$54,825	$54,396
Over 20 Years Experience	$55,907	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,481	$54,351	$52,525
Professional Support	$64,861	$70,369	$61,728
Campus Administration (School Leadership)	$89,345	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	192	41.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	19	4.1%	5.0%	7.8%
Special Education	56	12.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	12.6	35.4%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	19.9	55.5%	62.9%	72.8%
Special Education	3.3	9.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PEARL HALL EL**

Campus Number: **101917108**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**79%**	83%	78%	100%	-	*	-	-	62%	78%	80%
	2016	73%	74%	**69%**	*	69%	*	-	-	-	-	36%	67%	71%
Mathematics	2017	78%	78%	**81%**	83%	80%	100%	-	*	-	-	62%	80%	80%
	2016	75%	76%	**74%**	*	74%	*	-	-	-	-	64%	71%	78%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**67%**	*	69%	*	-	-	-	-	*	65%	70%
	2016	75%	76%	**81%**	100%	81%	*	-	-	-	-	*	81%	72%
Mathematics	2017	76%	76%	**77%**	*	80%	*	-	-	-	-	42%	76%	85%
	2016	73%	74%	**86%**	*	89%	*	-	-	-	-	64%	86%	83%
Writing	2017	65%	66%	**68%**	*	69%	*	-	-	-	-	*	67%	72%
	2016	69%	70%	**69%**	*	70%	*	-	-	-	-	*	71%	64%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**75%**	81%	75%	57%	-	*	-	-	44%	73%	77%
	2016	75%	72%	**75%**	72%	76%	55%	-	-	-	-	46%	75%	74%
Reading	2017	72%	67%	**73%**	78%	73%	64%	-	*	-	-	40%	71%	74%
	2016	73%	68%	**74%**	100%	74%	*	-	-	-	-	36%	74%	71%
Mathematics	2017	79%	77%	**79%**	78%	80%	64%	-	*	-	-	52%	78%	83%
	2016	76%	76%	**79%**	56%	81%	56%	-	-	-	-	64%	78%	80%
Writing	2017	67%	66%	**68%**	*	69%	*	-	-	-	-	*	67%	72%
	2016	69%	68%	**69%**	*	70%	*	-	-	-	-	*	71%	64%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**41%**	*	41%	*	-	*	-	-	38%	39%	48%
	2016	45%	39%	**32%**	*	33%	*	-	-	-	-	*	32%	35%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**47%**	56%	47%	*	-	*	-	-	33%	46%	53%
	2016	46%	38%	**40%**	67%	40%	*	-	-	-	-	*	39%	42%
Mathematics	2017	48%	41%	**47%**	*	47%	45%	-	*	-	-	42%	45%	52%
	2016	43%	38%	**36%**	*	37%	*	-	-	-	-	*	37%	43%
Writing	2017	38%	33%	**37%**	*	38%	*	-	-	-	-	*	38%	46%
	2016	41%	36%	**38%**	*	38%	*	-	-	-	-	*	39%	42%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**22%**	29%	21%	18%	-	*	-	-	*	21%	27%
	2016	18%	14%	**14%**	*	14%	*	-	-	-	-	*	14%	18%
Reading	2017	19%	14%	**24%**	*	23%	*	-	*	-	-	*	23%	29%
	2016	17%	12%	**18%**	*	19%	*	-	-	-	-	*	17%	22%
Mathematics	2017	23%	17%	**25%**	*	25%	*	-	*	-	-	*	25%	31%
	2016	19%	14%	**13%**	*	13%	*	-	-	-	-	*	13%	17%
Writing	2017	12%	8%	**10%**	*	10%	*	-	-	-	-	*	10%	13%
	2016	15%	12%	**8%**	*	7%	*	-	-	-	-	*	7%	11%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**64%**	*	65%	*	-	-	-	-	*	63%	68%
	2016	62%	62%	**67%**	*	70%	*	-	-	-	-	*	69%	71%
Reading	2017	59%	57%	**60%**	*	60%	*	-	-	-	-	*	58%	62%
	2016	60%	61%	**68%**	*	69%	*	-	-	-	-	*	69%	68%
Mathematics	2017	64%	59%	**68%**	*	70%	*	-	-	-	-	*	69%	74%
	2016	63%	63%	**66%**	*	70%	*	-	-	-	-	*	68%	74%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**31%**	*	33%	*	-	-	-	-	*	32%	41%
	2016	17%	16%	**20%**	*	20%	*	-	-	-	-	*	21%	21%
Reading	2017	17%	16%	**30%**	*	32%	*	-	-	-	-	*	32%	43%
	2016	16%	16%	**20%**	*	19%	*	-	-	-	-	*	22%	21%
Mathematics	2017	20%	16%	**31%**	*	34%	*	-	-	-	-	*	32%	40%
	2016	17%	15%	**19%**	*	20%	*	-	-	-	-	*	20%	21%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**36%**	-	36%	-	-	-	-	-	*	36%	*
Mathematics	2017	43%	44%	**25%**	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 772
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**75%**	78%	-	78%	-	-	-	-	-	72%	78%	77%
	2016	75%	72%	**75%**	74%	-	74%	-	-	-	-	-	75%	74%	74%
Reading	2017	72%	67%	**73%**	76%	-	76%	-	-	-	-	-	67%	76%	74%
	2016	73%	68%	**74%**	69%	-	69%	-	-	-	-	-	84%	69%	71%
Mathematics	2017	79%	77%	**79%**	86%	-	86%	-	-	-	-	-	70%	86%	83%
	2016	76%	76%	**79%**	82%	-	82%	-	-	-	-	-	68%	82%	80%
Writing	2017	67%	66%	**68%**	69%	-	69%	-	-	-	-	-	92%	69%	72%
	2016	69%	68%	**69%**	64%	-	64%	-	-	-	-	-	*	64%	64%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**41%**	54%	-	54%	-	-	-	-	-	30%	54%	48%
	2016	45%	39%	**32%**	40%	-	40%	-	-	-	-	-	*	40%	35%
Reading	2017	48%	41%	**47%**	60%	-	60%	-	-	-	-	-	33%	60%	53%
	2016	46%	38%	**40%**	46%	-	46%	-	-	-	-	-	*	46%	42%
Mathematics	2017	48%	41%	**47%**	57%	-	57%	-	-	-	-	-	37%	57%	52%
	2016	43%	38%	**36%**	49%	-	49%	-	-	-	-	-	*	49%	43%
Writing	2017	38%	33%	**37%**	47%	-	47%	-	-	-	-	-	42%	47%	46%
	2016	41%	36%	**38%**	44%	-	44%	-	-	-	-	-	*	44%	42%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**22%**	31%	-	31%	-	-	-	-	-	7%	31%	27%
	2016	18%	14%	**14%**	20%	-	20%	-	-	-	-	-	*	20%	18%
Reading	2017	19%	14%	**24%**	33%	-	33%	-	-	-	-	-	*	33%	29%
	2016	17%	12%	**18%**	24%	-	24%	-	-	-	-	-	*	24%	22%
Mathematics	2017	23%	17%	**25%**	38%	-	38%	-	-	-	-	-	*	38%	31%
	2016	19%	14%	**13%**	19%	-	19%	-	-	-	-	-	*	19%	17%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 772
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**10%**	16%	-	16%	-	-	-	-	-	*	16%	13%
	2016	15%	12%	**8%**	13%	-	13%	-	-	-	-	-	*	13%	11%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**64%**	73%	-	73%	-	-	-	-	-	*	73%	68%
	2016	62%	62%	**67%**	72%	-	72%	-	-	-	-	-	*	72%	72%
Reading	2017	59%	57%	**60%**	67%	-	67%	-	-	-	-	-	*	67%	62%
	2016	60%	61%	**68%**	74%	-	74%	-	-	-	-	-	*	74%	70%
Mathematics	2017	64%	59%	**68%**	79%	-	79%	-	-	-	-	-	*	79%	74%
	2016	63%	63%	**66%**	70%	-	70%	-	-	-	-	-	*	70%	74%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**31%**	46%	-	46%	-	-	-	-	-	*	46%	41%
	2016	17%	16%	**20%**	24%	-	24%	-	-	-	-	-	*	24%	23%
Reading	2017	17%	16%	**30%**	49%	-	49%	-	-	-	-	-	*	49%	43%
	2016	16%	16%	**20%**	26%	-	26%	-	-	-	-	-	*	26%	23%
Mathematics	2017	20%	16%	**31%**	44%	-	44%	-	-	-	-	-	*	44%	40%
	2016	17%	15%	**19%**	23%	-	23%	-	-	-	-	-	*	23%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	-	*	*
	2016	35%	35%	**36%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**25%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	93%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**93%**	70%	94%	80%	-	*	-	-	95%	93%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	23%	5%	20%	-	*	-	-	5%	6%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	-	0%	1%	1%
Not Tested	1%	1%	**0%**	7%	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	1%	**0%**	7%	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	93%	100%	100%	-	-	-	-	100%	99%	100%
Included in Accountability	94%	94%	**94%**	83%	94%	85%	-	-	-	-	82%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**4%**	10%	4%	15%	-	-	-	-	7%	3%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	-	-	-	11%	1%	2%
Not Tested	1%	1%	**1%**	7%	0%	0%	-	-	-	-	0%	1%	0%
Absent	1%	1%	**0%**	7%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.9%**	95.1%	96.0%	94.4%	*	*	*	*	93.4%	96.1%	96.6%
2014-15	95.7%	95.3%	**96.2%**	95.5%	96.4%	95.1%	-	*	*	*	94.4%	96.3%	97.0%

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	772	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	85	11.0%	4.2%	4.2%
Kindergarten	103	13.3%	6.5%	7.0%
Grade 1	145	18.8%	7.6%	7.4%
Grade 2	165	21.4%	8.0%	7.6%
Grade 3	136	17.6%	7.7%	7.7%
Grade 4	138	17.9%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	36	4.7%	7.6%	12.6%
Hispanic	691	89.5%	82.7%	52.4%
White	38	4.9%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	3	0.4%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	689	89.2%	77.8%	59.0%
Non-Educationally Disadvantaged	83	10.8%	22.2%	41.0%
English Language Learners (ELL)	413	53.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	512	66.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	60			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	24	40.0%	16.5%	21.9%
Students with Autism	18	30.0%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	114	17.0%	15.5%	16.2%
By Ethnicity:				
African American	19	2.8%		
Hispanic	84	12.6%		
White	8	1.2%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	5.9%	9.5%	3.8%	21.4%	13.5%	6.8%
Grade 2	16.7%	8.5%	2.4%	11.8%	3.9%	3.1%
Grade 3	5.2%	3.5%	1.6%	5.9%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.3	17.3	18.8
Grade 1	18.8	18.2	18.8
Grade 2	15.7	18.3	18.9
Grade 3	19.2	18.3	19.0
Grade 4	15.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: PEARL HALL EL
Campus Number: 101917108

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 772
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.2	100.0%	100.0%	100.0%
Professional Staff:	62.4	79.8%	60.0%	64.0%
Teachers	52.9	67.6%	47.3%	50.0%
Professional Support	6.5	8.3%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	2.9%
Educational Aides:	15.8	20.2%	11.2%	9.6%
Total Minority Staff:	53.4	68.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.3	2.5%	9.4%	10.2%
Hispanic	31.0	58.6%	34.6%	26.6%
White	20.6	38.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.0	9.5%	23.8%	23.7%
Females	47.9	90.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	44.8	84.8%	78.0%	74.5%
Masters	7.0	13.3%	20.0%	23.6%
Doctorate	1.0	1.9%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	7.6%	7.3%	7.8%
1-5 Years Experience	17.0	32.2%	35.5%	28.0%
6-10 Years Experience	7.7	14.6%	23.5%	20.9%
11-20 Years Experience	15.1	28.5%	23.9%	27.8%
Over 20 Years Experience	9.0	17.1%	9.9%	15.5%
Number of Students per Teacher	14.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	17.0	15.3	15.7
Average Years Experience of Assistant Principals with District	17.0	13.7	10.1
Average Years Experience of Teachers:	11.9	9.2	10.9
Average Years Experience of Teachers with District:	8.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,296	$52,776	$48,779
6-10 Years Experience	$50,281	$54,387	$51,184
11-20 Years Experience	$55,209	$54,825	$54,396
Over 20 Years Experience	$63,559	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,663	$54,351	$52,525
Professional Support	$65,454	$70,369	$61,728
Campus Administration (School Leadership)	$85,029	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	355	46.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	25	3.2%	5.0%	7.8%
Special Education	60	7.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	20.7	39.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	25.8	48.7%	62.9%	72.8%
Special Education	6.4	12.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JESSUP EL**

Campus Number: **101917109**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**62%**	50%	63%	-	-	-	-	-	63%	61%	64%
	2016	73%	74%	**57%**	*	61%	*	-	-	-	-	*	56%	58%
Mathematics	2017	78%	78%	**70%**	70%	70%	-	-	-	-	-	63%	70%	70%
	2016	75%	76%	**59%**	35%	62%	*	-	-	-	-	42%	57%	57%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**55%**	*	55%	*	-	*	-	-	38%	54%	46%
	2016	75%	76%	**57%**	50%	58%	*	-	*	-	-	*	56%	55%
Mathematics	2017	76%	76%	**66%**	*	67%	*	-	*	-	-	54%	65%	64%
	2016	73%	74%	**67%**	65%	68%	*	-	*	-	-	*	67%	70%
Writing	2017	65%	66%	**46%**	*	46%	*	-	*	-	-	*	44%	41%
	2016	69%	70%	**58%**	45%	61%	*	-	*	-	-	*	58%	60%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**60%**	51%	60%	*	-	*	-	-	47%	59%	56%
	2016	75%	72%	**60%**	45%	62%	*	-	*	-	-	40%	58%	60%
Reading	2017	72%	67%	**58%**	47%	59%	*	-	*	-	-	48%	58%	54%
	2016	73%	68%	**57%**	38%	60%	*	-	*	-	-	37%	56%	57%
Mathematics	2017	79%	77%	**68%**	58%	69%	*	-	*	-	-	57%	67%	67%
	2016	76%	76%	**63%**	51%	64%	*	-	*	-	-	42%	61%	62%
Writing	2017	67%	66%	**46%**	*	46%	*	-	*	-	-	*	44%	41%
	2016	69%	68%	**58%**	45%	61%	*	-	*	-	-	*	58%	60%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**21%**	*	22%	*	-	*	-	-	33%	20%	24%
	2016	45%	39%	**24%**	16%	25%	*	-	*	-	-	*	22%	26%

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**29%**	*	29%	*	-	*	-	-	33%	26%	30%
	2016	46%	38%	**24%**	14%	26%	*	-	*	-	-	*	24%	27%
Mathematics	2017	48%	41%	**30%**	*	31%	*	-	*	-	-	39%	30%	33%
	2016	43%	38%	**27%**	16%	28%	*	-	*	-	-	*	25%	26%
Writing	2017	38%	33%	**30%**	*	29%	*	-	*	-	-	*	28%	31%
	2016	41%	36%	**25%**	*	27%	*	-	*	-	-	*	23%	28%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**14%**	11%	15%	*	-	*	-	-	*	14%	17%
	2016	18%	14%	**12%**	5%	12%	*	-	*	-	-	*	10%	12%
Reading	2017	19%	14%	**13%**	*	14%	*	-	*	-	-	*	12%	15%
	2016	17%	12%	**13%**	*	14%	*	-	*	-	-	*	12%	17%
Mathematics	2017	23%	17%	**17%**	*	18%	*	-	*	-	-	*	17%	21%
	2016	19%	14%	**12%**	*	12%	*	-	*	-	-	*	11%	9%
Writing	2017	12%	8%	**9%**	*	9%	*	-	*	-	-	*	9%	10%
	2016	15%	12%	**8%**	*	9%	*	-	*	-	-	*	6%	9%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**58%**	*	58%	*	-	-	-	-	*	57%	55%
	2016	62%	62%	**53%**	45%	54%	*	-	*	-	-	*	52%	59%
Reading	2017	59%	57%	**56%**	*	56%	*	-	-	-	-	*	54%	50%
	2016	60%	61%	**54%**	*	55%	*	-	*	-	-	*	53%	62%
Mathematics	2017	64%	59%	**60%**	*	61%	*	-	-	-	-	*	59%	60%
	2016	63%	63%	**52%**	*	53%	*	-	*	-	-	*	50%	55%

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**23%**	*	23%	*	-	-	-	-	*	23%	27%
	2016	17%	16%	**18%**	18%	17%	*	-	*	-	-	*	16%	18%
Reading	2017	17%	16%	**27%**	*	26%	*	-	-	-	-	*	25%	29%
	2016	16%	16%	**19%**	*	18%	*	-	*	-	-	*	16%	20%
Mathematics	2017	20%	16%	**20%**	*	20%	*	-	-	-	-	*	21%	25%
	2016	17%	15%	**17%**	*	17%	*	-	*	-	-	*	16%	16%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**32%**	*	33%	-	-	-	-	-	*	33%	*
	2016	35%	35%	**19%**	*	*	-	-	-	-	-	*	18%	*
Mathematics	2017	43%	44%	**37%**	*	38%	-	-	-	-	-	*	38%	*

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 769
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**60%**	58%	*	58%	-	-	-	-	-	46%	58%	56%
	2016	75%	72%	**60%**	61%	-	61%	-	-	-	-	-	52%	61%	60%
Reading	2017	72%	67%	**58%**	55%	*	56%	-	-	-	-	-	48%	55%	54%
	2016	73%	68%	**57%**	58%	-	58%	-	-	-	-	-	50%	58%	57%
Mathematics	2017	79%	77%	**68%**	71%	*	72%	-	-	-	-	-	43%	71%	67%
	2016	76%	76%	**63%**	63%	-	63%	-	-	-	-	-	56%	63%	62%
Writing	2017	67%	66%	**46%**	39%	*	39%	-	-	-	-	-	50%	39%	41%
	2016	69%	68%	**58%**	61%	-	61%	-	-	-	-	-	*	61%	60%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**21%**	25%	*	26%	-	-	-	-	-	*	25%	24%
	2016	45%	39%	**24%**	28%	-	28%	-	-	-	-	-	*	28%	26%
Reading	2017	48%	41%	**29%**	31%	*	32%	-	-	-	-	-	24%	31%	30%
	2016	46%	38%	**24%**	29%	-	29%	-	-	-	-	-	*	29%	27%
Mathematics	2017	48%	41%	**30%**	38%	*	38%	-	-	-	-	-	*	38%	33%
	2016	43%	38%	**27%**	28%	-	28%	-	-	-	-	-	*	28%	26%
Writing	2017	38%	33%	**30%**	37%	*	38%	-	-	-	-	-	*	37%	31%
	2016	41%	36%	**25%**	28%	-	28%	-	-	-	-	-	*	28%	28%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**14%**	19%	*	19%	-	-	-	-	-	*	19%	17%
	2016	18%	14%	**12%**	13%	-	13%	-	-	-	-	-	*	13%	12%
Reading	2017	19%	14%	**13%**	17%	*	18%	-	-	-	-	-	*	17%	15%
	2016	17%	12%	**13%**	19%	-	19%	-	-	-	-	-	*	19%	17%
Mathematics	2017	23%	17%	**17%**	24%	*	24%	-	-	-	-	-	*	24%	21%
	2016	19%	14%	**12%**	10%	-	10%	-	-	-	-	-	*	10%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**9%**	12%	*	12%	-	-	-	-	-	*	12%	10%
	2016	15%	12%	**8%**	9%	-	9%	-	-	-	-	-	*	9%	9%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**58%**	55%	*	55%	-	-	-	-	-	*	55%	55%
	2016	62%	62%	**53%**	56%	-	56%	-	-	-	-	-	*	56%	57%
Reading	2017	59%	57%	**56%**	47%	*	48%	-	-	-	-	-	*	47%	49%
	2016	60%	61%	**54%**	58%	-	58%	-	-	-	-	-	*	58%	60%
Mathematics	2017	64%	59%	**60%**	62%	*	63%	-	-	-	-	-	*	62%	61%
	2016	63%	63%	**52%**	55%	-	55%	-	-	-	-	-	*	55%	54%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**23%**	30%	*	30%	-	-	-	-	-	*	30%	28%
	2016	17%	16%	**18%**	19%	-	19%	-	-	-	-	-	*	19%	19%
Reading	2017	17%	16%	**27%**	32%	*	32%	-	-	-	-	-	*	32%	30%
	2016	16%	16%	**19%**	20%	-	20%	-	-	-	-	-	*	20%	20%
Mathematics	2017	20%	16%	**20%**	27%	*	28%	-	-	-	-	-	*	27%	25%
	2016	17%	15%	**17%**	17%	-	17%	-	-	-	-	-	*	17%	17%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**32%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**19%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**37%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	85%	88%	*	-	*	-	-	82%	89%	89%
Not Included in Accountability													
Mobile	4%	4%	**10%**	15%	10%	*	-	*	-	-	13%	10%	10%
Other Exclusions	1%	2%	**1%**	0%	1%	*	-	*	-	-	4%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**90%**	89%	90%	86%	-	*	-	-	94%	90%	90%
Not Included in Accountability													
Mobile	4%	4%	**9%**	11%	9%	0%	-	*	-	-	6%	9%	8%
Other Exclusions	1%	1%	**1%**	0%	1%	14%	-	*	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	95.7%	96.2%	*	-	*	-	-	95.9%	96.2%	96.8%
2014-15	95.7%	95.3%	**96.1%**	94.9%	96.4%	*	*	*	-	*	95.0%	96.3%	96.9%

District Name: PASADENA ISD
Campus Name: JESSUP EL
Campus Number: 101917109

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 769
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	769	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	98	12.7%	4.2%	4.2%
Kindergarten	122	15.9%	6.5%	7.0%
Grade 1	132	17.2%	7.6%	7.4%
Grade 2	153	19.9%	8.0%	7.6%
Grade 3	129	16.8%	7.7%	7.7%
Grade 4	135	17.6%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	59	7.7%	7.6%	12.6%
Hispanic	690	89.7%	82.7%	52.4%
White	9	1.2%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	9	1.2%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	705	91.7%	77.8%	59.0%
Non-Educationally Disadvantaged	64	8.3%	22.2%	41.0%
English Language Learners (ELL)	446	58.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	572	74.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	54			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	31.5%	47.0%	44.5%
Students with Physical Disabilities	15	27.8%	16.5%	21.9%
Students with Autism	10	18.5%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	176	23.8%	15.5%	16.2%
By Ethnicity:				
African American	37	5.0%		
Hispanic	128	17.3%		
White	6	0.8%		
American Indian	0	0.0%		
Asian	5	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	11.1%	1.6%	7.7%
Grade 1	11.8%	9.5%	3.8%	21.4%	13.5%	6.8%
Grade 2	3.5%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	2.6%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.7	17.3	18.8
Grade 1	21.0	18.2	18.8
Grade 2	22.0	18.3	18.9
Grade 3	22.4	18.3	19.0
Grade 4	20.2	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.8	100.0%	100.0%	100.0%
Professional Staff:	56.8	75.9%	60.0%	64.0%
Teachers	48.1	64.3%	47.3%	50.0%
Professional Support	6.6	8.9%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	2.9%
Educational Aides:	18.1	24.1%	11.2%	9.6%
Total Minority Staff:	49.4	66.0%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.8	12.1%	9.4%	10.2%
Hispanic	22.0	45.7%	34.6%	26.6%
White	17.3	35.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	4.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.1%	1.1%	1.1%
Males	6.1	12.7%	23.8%	23.7%
Females	42.0	87.3%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	36.1	75.0%	78.0%	74.5%
Masters	12.0	25.0%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.8	3.8%	7.3%	7.8%
1-5 Years Experience	15.0	31.2%	35.5%	28.0%
6-10 Years Experience	11.9	24.6%	23.5%	20.9%
11-20 Years Experience	14.4	30.0%	23.9%	27.8%
Over 20 Years Experience	5.0	10.4%	9.9%	15.5%
Number of Students per Teacher	16.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	2.0	15.3	15.7
Average Years Experience of Assistant Principals with District	2.0	13.7	10.1
Average Years Experience of Teachers:	10.5	9.2	10.9
Average Years Experience of Teachers with District:	6.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,474	$50,819	$46,199
1-5 Years Experience	$52,721	$52,776	$48,779
6-10 Years Experience	$52,979	$54,387	$51,184
11-20 Years Experience	$56,399	$54,825	$54,396
Over 20 Years Experience	$60,919	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,691	$54,351	$52,525
Professional Support	$63,356	$70,369	$61,728
Campus Administration (School Leadership)	$89,435	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	405	52.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	22	2.9%	5.0%	7.8%
Special Education	54	7.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	22.2	46.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	22.1	46.0%	62.9%	72.8%
Special Education	3.8	8.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KRUSE EL**

Campus Number: **101917110**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**66%**	*	67%	*	-	-	-	*	*	66%	69%
	2016	73%	74%	**71%**	*	70%	*	-	-	*	-	33%	70%	78%
Mathematics	2017	78%	78%	**78%**	*	79%	*	-	-	-	*	*	79%	84%
	2016	75%	76%	**76%**	*	76%	*	-	-	*	-	38%	76%	87%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**68%**	*	68%	*	-	-	*	-	50%	69%	71%
	2016	75%	76%	**81%**	*	81%	*	-	-	-	-	67%	80%	83%
Mathematics	2017	76%	76%	**76%**	*	75%	*	-	-	*	-	42%	75%	78%
	2016	73%	74%	**61%**	*	60%	*	-	-	-	-	50%	59%	58%
Writing	2017	65%	66%	**68%**	*	68%	*	-	-	*	-	55%	68%	81%
	2016	69%	70%	**70%**	*	69%	*	-	-	-	-	50%	69%	76%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**71%**	58%	71%	100%	-	-	*	*	36%	71%	77%
	2016	75%	72%	**72%**	88%	71%	73%	-	-	*	-	46%	71%	76%
Reading	2017	72%	67%	**67%**	*	67%	*	-	-	*	*	33%	67%	70%
	2016	73%	68%	**76%**	86%	75%	*	-	-	*	-	47%	75%	81%
Mathematics	2017	79%	77%	**77%**	63%	77%	*	-	-	*	*	29%	77%	81%
	2016	76%	76%	**69%**	86%	68%	*	-	-	*	-	43%	68%	72%
Writing	2017	67%	66%	**68%**	*	68%	*	-	-	*	-	55%	68%	81%
	2016	69%	68%	**70%**	*	69%	*	-	-	-	-	50%	69%	76%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**25%**	*	24%	*	-	-	*	*	*	25%	23%
	2016	45%	39%	**31%**	*	30%	*	-	-	*	-	*	30%	41%

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**33%**	*	32%	*	-	-	*	*	*	33%	28%
	2016	46%	38%	**39%**	71%	38%	*	-	-	*	-	*	38%	52%
Mathematics	2017	48%	41%	**42%**	*	42%	*	-	-	*	*	25%	42%	52%
	2016	43%	38%	**28%**	*	27%	*	-	-	*	-	*	27%	37%
Writing	2017	38%	33%	**18%**	*	16%	*	-	-	*	-	*	19%	*
	2016	41%	36%	**33%**	*	32%	*	-	-	-	-	*	30%	45%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**21%**	*	21%	*	-	-	*	*	*	21%	27%
	2016	18%	14%	**17%**	31%	17%	*	-	-	*	-	10%	17%	24%
Reading	2017	19%	14%	**22%**	*	22%	*	-	-	*	*	*	22%	24%
	2016	17%	12%	**23%**	*	22%	*	-	-	*	-	20%	22%	29%
Mathematics	2017	23%	17%	**23%**	*	24%	*	-	-	*	*	*	24%	33%
	2016	19%	14%	**12%**	*	11%	*	-	-	*	-	*	11%	16%
Writing	2017	12%	8%	**12%**	*	12%	*	-	-	*	-	*	13%	22%
	2016	15%	12%	**17%**	*	17%	*	-	-	-	-	*	17%	29%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**67%**	*	66%	*	-	-	*	-	70%	69%	76%
	2016	62%	62%	**57%**	*	56%	*	-	-	-	-	58%	56%	61%
Reading	2017	59%	57%	**64%**	*	63%	*	-	-	*	-	67%	65%	72%
	2016	60%	61%	**72%**	*	72%	*	-	-	-	-	75%	72%	77%
Mathematics	2017	64%	59%	**71%**	*	70%	*	-	-	*	-	73%	73%	80%
	2016	63%	63%	**41%**	*	39%	*	-	-	-	-	*	40%	44%

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**33%**	*	32%	*	-	-	*	-	43%	34%	43%
	2016	17%	16%	**20%**	*	20%	*	-	-	-	-	25%	21%	27%
Reading	2017	17%	16%	**30%**	*	29%	*	-	-	*	-	42%	31%	43%
	2016	16%	16%	**28%**	*	28%	*	-	-	-	-	42%	29%	36%
Mathematics	2017	20%	16%	**36%**	*	35%	*	-	-	*	-	45%	37%	43%
	2016	17%	15%	**12%**	*	12%	*	-	-	-	-	*	13%	17%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**29%**	*	26%	-	-	-	-	-	*	29%	*
	2016	35%	35%	**48%**	-	50%	*	-	-	-	-	*	45%	*
Mathematics	2017	43%	44%	**38%**	*	35%	-	-	-	-	-	*	35%	*

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 639
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**71%**	78%	-	78%	-	-	-	-	-	67%	78%	77%
	2016	75%	72%	**72%**	82%	-	82%	-	-	-	-	-	49%	82%	76%
Reading	2017	72%	67%	**67%**	71%	-	71%	-	-	-	-	-	60%	71%	70%
	2016	73%	68%	**76%**	85%	-	85%	-	-	-	-	-	60%	85%	81%
Mathematics	2017	79%	77%	**77%**	81%	-	81%	-	-	-	-	-	80%	81%	81%
	2016	76%	76%	**69%**	78%	-	78%	-	-	-	-	-	45%	78%	72%
Writing	2017	67%	66%	**68%**	85%	-	85%	-	-	-	-	-	*	85%	81%
	2016	69%	68%	**70%**	84%	-	84%	-	-	-	-	-	*	84%	76%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**25%**	25%	-	25%	-	-	-	-	-	*	25%	23%
	2016	45%	39%	**31%**	48%	-	48%	-	-	-	-	-	*	48%	41%
Reading	2017	48%	41%	**33%**	31%	-	31%	-	-	-	-	-	*	31%	28%
	2016	46%	38%	**39%**	60%	-	60%	-	-	-	-	-	25%	60%	52%
Mathematics	2017	48%	41%	**42%**	53%	-	53%	-	-	-	-	-	47%	53%	52%
	2016	43%	38%	**28%**	40%	-	40%	-	-	-	-	-	25%	40%	37%
Writing	2017	38%	33%	**18%**	*	-	*	-	-	-	-	-	*	*	*
	2016	41%	36%	**33%**	58%	-	58%	-	-	-	-	-	*	58%	45%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**21%**	30%	-	30%	-	-	-	-	-	*	30%	27%
	2016	18%	14%	**17%**	27%	-	27%	-	-	-	-	-	*	27%	24%
Reading	2017	19%	14%	**22%**	26%	-	26%	-	-	-	-	-	*	26%	24%
	2016	17%	12%	**23%**	31%	-	31%	-	-	-	-	-	*	31%	29%
Mathematics	2017	23%	17%	**23%**	36%	-	36%	-	-	-	-	-	*	36%	33%
	2016	19%	14%	**12%**	19%	-	19%	-	-	-	-	-	*	19%	16%

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 639
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**12%**	25%	-	25%	-	-	-	-	-	*	25%	22%
	2016	15%	12%	**17%**	35%	-	35%	-	-	-	-	-	*	35%	29%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**67%**	79%	-	79%	-	-	-	-	-	*	79%	77%
	2016	62%	62%	**57%**	64%	-	64%	-	-	-	-	-	45%	64%	61%
Reading	2017	59%	57%	**64%**	79%	-	79%	-	-	-	-	-	*	79%	74%
	2016	60%	61%	**72%**	81%	-	81%	-	-	-	-	-	50%	81%	77%
Mathematics	2017	64%	59%	**71%**	80%	-	80%	-	-	-	-	-	*	80%	80%
	2016	63%	63%	**41%**	44%	-	44%	-	-	-	-	-	*	44%	43%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**33%**	48%	-	48%	-	-	-	-	-	*	48%	44%
	2016	17%	16%	**20%**	27%	-	27%	-	-	-	-	-	30%	27%	28%
Reading	2017	17%	16%	**30%**	47%	-	47%	-	-	-	-	-	*	47%	43%
	2016	16%	16%	**28%**	33%	-	33%	-	-	-	-	-	50%	33%	36%
Mathematics	2017	20%	16%	**36%**	49%	-	49%	-	-	-	-	-	*	49%	44%
	2016	17%	15%	**12%**	21%	-	21%	-	-	-	-	-	*	21%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**29%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**48%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**38%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	*	*	98%	100%	100%
Included in Accountability	94%	94%	**93%**	100%	93%	100%	-	-	*	*	98%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	6%	0%	-	-	*	*	0%	5%	7%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	-	-	*	*	0%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	*	*	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	*	*	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	-	-	*	-	91%	99%	100%
Included in Accountability	94%	94%	**93%**	100%	92%	100%	-	-	*	-	88%	93%	96%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	7%	0%	-	-	*	-	4%	6%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	-	*	-	9%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	-	-	*	-	9%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.7%**	94.8%	95.7%	96.2%	-	*	*	*	92.9%	95.8%	96.5%
2014-15	95.7%	95.3%	**95.8%**	95.9%	95.8%	94.4%	-	-	*	*	94.1%	95.8%	96.6%

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	639	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	53	8.3%	4.2%	4.2%
Kindergarten	85	13.3%	6.5%	7.0%
Grade 1	130	20.3%	7.6%	7.4%
Grade 2	124	19.4%	8.0%	7.6%
Grade 3	123	19.2%	7.7%	7.7%
Grade 4	124	19.4%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	24	3.8%	7.6%	12.6%
Hispanic	600	93.9%	82.7%	52.4%
White	12	1.9%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	603	94.4%	77.8%	59.0%
Non-Educationally Disadvantaged	36	5.6%	22.2%	41.0%
English Language Learners (ELL)	319	49.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	419	65.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	20	40.8%	47.0%	44.5%
Students with Physical Disabilities	16	32.7%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	107	18.0%	15.5%	16.2%
By Ethnicity:				
African American	12	2.0%		
Hispanic	89	15.0%		
White	5	0.8%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	7.7%	9.5%	3.8%	15.4%	13.5%	6.8%
Grade 2	6.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.9%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	17.3	18.8
Grade 1	21.0	18.2	18.8
Grade 2	16.8	18.3	18.9
Grade 3	18.9	18.3	19.0
Grade 4	16.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: KRUSE EL
Campus Number: 101917110

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 639
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.9	100.0%	100.0%	100.0%
Professional Staff:	50.1	80.8%	60.0%	64.0%
Teachers	41.0	66.1%	47.3%	50.0%
Professional Support	7.1	11.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	2.9%
Educational Aides:	11.9	19.2%	11.2%	9.6%
Total Minority Staff:	35.6	57.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.4%	9.4%	10.2%
Hispanic	21.2	51.8%	34.6%	26.6%
White	17.7	43.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.4%	1.1%	1.1%
Males	2.2	5.4%	23.8%	23.7%
Females	38.7	94.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	34.0	82.9%	78.0%	74.5%
Masters	7.0	17.1%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.0	14.6%	7.3%	7.8%
1-5 Years Experience	11.0	26.9%	35.5%	28.0%
6-10 Years Experience	9.0	22.0%	23.5%	20.9%
11-20 Years Experience	12.0	29.2%	23.9%	27.8%
Over 20 Years Experience	3.0	7.3%	9.9%	15.5%
Number of Students per Teacher	15.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	20.4	19.5
Average Years Experience of Principals with District	21.0	19.3	12.2
Average Years Experience of Assistant Principals	16.0	15.3	15.7
Average Years Experience of Assistant Principals with District	16.0	13.7	10.1
Average Years Experience of Teachers:	9.4	9.2	10.9
Average Years Experience of Teachers with District:	6.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,060	$50,819	$46,199
1-5 Years Experience	$52,193	$52,776	$48,779
6-10 Years Experience	$55,310	$54,387	$51,184
11-20 Years Experience	$60,101	$54,825	$54,396
Over 20 Years Experience	$66,121	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,894	$54,351	$52,525
Professional Support	$64,329	$70,369	$61,728
Campus Administration (School Leadership)	$92,045	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	288	45.1%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	11	1.7%	5.0%	7.8%
Special Education	49	7.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	15.0	36.7%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	22.0	53.7%	62.9%	72.8%
Special Education	3.9	9.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MEADOR ELEMENTARY**

Campus Number: **101917111**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**79%**	67%	81%	*	-	*	-	*	*	75%	81%
	2016	73%	74%	**86%**	73%	90%	*	-	*	-	*	*	86%	94%
Mathematics	2017	78%	78%	**83%**	70%	88%	*	-	*	-	*	*	78%	94%
	2016	75%	76%	**86%**	73%	89%	*	-	*	-	*	*	86%	97%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**79%**	63%	83%	*	-	*	-	*	*	77%	81%
	2016	75%	76%	**89%**	68%	95%	100%	-	*	-	*	*	85%	94%
Mathematics	2017	76%	76%	**83%**	79%	83%	*	-	*	-	*	*	82%	88%
	2016	73%	74%	**86%**	58%	93%	100%	-	*	-	*	*	80%	100%
Writing	2017	65%	66%	**86%**	89%	85%	*	-	*	-	*	*	86%	88%
	2016	69%	70%	**96%**	88%	98%	100%	-	*	-	*	*	94%	94%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**82%**	73%	84%	93%	-	83%	-	100%	30%	80%	87%
	2016	75%	72%	**88%**	71%	92%	95%	-	100%	-	100%	50%	86%	96%
Reading	2017	72%	67%	**79%**	65%	82%	100%	-	86%	-	*	*	76%	81%
	2016	73%	68%	**88%**	71%	92%	88%	-	100%	-	*	42%	85%	94%
Mathematics	2017	79%	77%	**83%**	73%	86%	83%	-	86%	-	*	37%	80%	92%
	2016	76%	76%	**86%**	66%	91%	100%	-	100%	-	*	50%	83%	98%
Writing	2017	67%	66%	**86%**	89%	85%	*	-	*	-	*	*	86%	88%
	2016	69%	68%	**96%**	88%	98%	100%	-	*	-	*	*	94%	94%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**52%**	37%	59%	*	-	75%	-	*	*	47%	58%
	2016	45%	39%	**45%**	28%	51%	*	-	*	-	*	*	38%	48%

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**52%**	39%	59%	*	-	71%	-	*	*	48%	58%
	2016	46%	38%	**55%**	43%	60%	*	-	*	-	*	*	46%	56%
Mathematics	2017	48%	41%	**64%**	47%	72%	*	-	86%	-	*	*	59%	78%
	2016	43%	38%	**43%**	23%	48%	*	-	*	-	*	*	36%	64%
Writing	2017	38%	33%	**61%**	53%	60%	*	-	*	-	*	*	58%	*
	2016	41%	36%	**63%**	47%	67%	*	-	*	-	*	-	53%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**35%**	18%	39%	*	-	72%	-	71%	*	31%	47%
	2016	18%	14%	**25%**	12%	29%	*	-	55%	-	*	*	19%	41%
Reading	2017	19%	14%	**36%**	20%	41%	*	-	71%	-	*	*	32%	46%
	2016	17%	12%	**27%**	15%	31%	*	-	*	-	*	*	20%	42%
Mathematics	2017	23%	17%	**35%**	16%	40%	*	-	71%	-	*	*	32%	52%
	2016	19%	14%	**25%**	12%	28%	*	-	*	-	*	*	23%	49%
Writing	2017	12%	8%	**31%**	*	32%	*	-	*	-	*	*	28%	38%
	2016	15%	12%	**19%**	*	25%	*	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**75%**	75%	74%	*	-	*	-	*	*	72%	84%
	2016	62%	62%	**75%**	74%	76%	*	-	*	-	*	*	74%	79%
Reading	2017	59%	57%	**75%**	*	72%	*	-	*	-	*	*	74%	78%
	2016	60%	61%	**83%**	82%	85%	*	-	*	-	*	*	84%	82%
Mathematics	2017	64%	59%	**74%**	72%	76%	*	-	*	-	*	*	71%	89%
	2016	63%	63%	**66%**	*	68%	*	-	*	-	*	*	65%	76%

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**36%**	31%	38%	*	-	*	-	*	*	36%	47%
	2016	17%	16%	**33%**	15%	39%	*	-	*	-	*	*	35%	40%
Reading	2017	17%	16%	**37%**	*	39%	*	-	*	-	*	*	36%	43%
	2016	16%	16%	**38%**	29%	42%	*	-	*	-	*	*	39%	36%
Mathematics	2017	20%	16%	**36%**	39%	36%	*	-	*	-	*	*	36%	51%
	2016	17%	15%	**27%**	*	36%	*	-	*	-	*	*	32%	44%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	*	-	-	*	*	*
	2016	35%	35%	**57%**	*	75%	-	-	-	-	-	*	57%	*
Mathematics	2017	43%	44%	**53%**	56%	56%	-	-	*	-	-	*	56%	*

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 620
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**82%**	90%	-	90%	-	-	*	-	*	84%	87%	87%
	2016	75%	72%	**88%**	95%	-	95%	-	-	-	-	-	100%	95%	96%
Reading	2017	72%	67%	**79%**	86%	-	86%	-	-	*	-	*	73%	84%	81%
	2016	73%	68%	**88%**	93%	-	93%	-	-	-	-	-	100%	93%	94%
Mathematics	2017	79%	77%	**83%**	94%	-	94%	-	-	*	-	*	91%	92%	92%
	2016	76%	76%	**86%**	98%	-	98%	-	-	-	-	-	100%	98%	98%
Writing	2017	67%	66%	**86%**	92%	-	92%	-	-	*	-	*	*	85%	88%
	2016	69%	68%	**96%**	93%	-	93%	-	-	-	-	-	*	93%	94%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**52%**	86%	-	86%	-	-	*	-	*	45%	75%	58%
	2016	45%	39%	**45%**	50%	-	50%	-	-	-	-	-	*	50%	48%
Reading	2017	48%	41%	**52%**	86%	-	86%	-	-	*	-	*	45%	75%	58%
	2016	46%	38%	**55%**	56%	-	56%	-	-	-	-	-	56%	56%	56%
Mathematics	2017	48%	41%	**64%**	100%	-	100%	-	-	*	-	*	73%	86%	78%
	2016	43%	38%	**43%**	69%	-	69%	-	-	-	-	-	56%	69%	64%
Writing	2017	38%	33%	**61%**	*	-	*	-	-	*	-	*	*	*	*
	2016	41%	36%	**63%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**35%**	51%	-	51%	-	-	*	-	*	40%	49%	47%
	2016	18%	14%	**25%**	41%	-	41%	-	-	-	-	-	40%	41%	41%
Reading	2017	19%	14%	**36%**	47%	-	47%	-	-	*	-	*	45%	46%	46%
	2016	17%	12%	**27%**	43%	-	43%	-	-	-	-	-	*	43%	42%
Mathematics	2017	23%	17%	**35%**	58%	-	58%	-	-	*	-	*	*	57%	52%
	2016	19%	14%	**25%**	50%	-	50%	-	-	-	-	-	*	50%	49%

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 620
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**31%**	42%	-	42%	-	-	*	-	*	*	38%	38%
	2016	15%	12%	**19%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**75%**	88%	-	88%	-	-	*	-	*	*	88%	87%
	2016	62%	62%	**75%**	89%	-	89%	-	-	-	-	-	*	89%	86%
Reading	2017	59%	57%	**75%**	82%	-	82%	-	-	*	-	*	*	82%	81%
	2016	60%	61%	**83%**	86%	-	86%	-	-	-	-	-	*	86%	82%
Mathematics	2017	64%	59%	**74%**	94%	-	94%	-	-	*	-	*	*	94%	92%
	2016	63%	63%	**66%**	92%	-	92%	-	-	-	-	-	*	92%	90%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**36%**	60%	-	60%	-	-	*	-	*	*	58%	56%
	2016	17%	16%	**33%**	51%	-	51%	-	-	-	-	-	*	51%	49%
Reading	2017	17%	16%	**37%**	55%	-	55%	-	-	*	-	*	*	53%	51%
	2016	16%	16%	**38%**	43%	-	43%	-	-	-	-	-	*	43%	41%
Mathematics	2017	20%	16%	**36%**	65%	-	65%	-	-	*	-	*	*	63%	61%
	2016	17%	15%	**27%**	59%	-	59%	-	-	-	-	-	*	59%	56%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	*	-	*	-	*	*
	2016	35%	35%	**57%**	*	-	*	-	-	-	-	-	-	*	*
Mathematics	2017	43%	44%	**53%**	*	-	*	-	-	*	-	*	-	*	*

District Name: PASADENA ISD
Campus Name: MEADOR ELEMENTARY
Campus Number: 101917111

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	93%	92%	88%	-	90%	-	100%	100%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	**7%**	7%	7%	12%	-	10%	-	0%	0%	7%	3%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	-	0%	-	0%	0%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	99%	100%	-	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	86%	96%	100%	-	100%	-	100%	100%	94%	98%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	3%	0%	-	0%	-	0%	0%	5%	0%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.8%**	95.5%	97.1%	97.0%	-	98.7%	-	98.2%	95.9%	96.7%	98.0%
2014-15	95.7%	95.3%	**97.0%**	95.9%	97.3%	98.0%	-	98.8%	-	97.0%	95.3%	97.0%	97.8%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	620	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	11	1.8%	0.3%	0.3%
Pre-Kindergarten	58	9.4%	4.2%	4.2%
Kindergarten	116	18.7%	6.5%	7.0%
Grade 1	109	17.6%	7.6%	7.4%
Grade 2	116	18.7%	8.0%	7.6%
Grade 3	108	17.4%	7.7%	7.7%
Grade 4	102	16.5%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	159	25.6%	7.6%	12.6%
Hispanic	397	64.0%	82.7%	52.4%
White	31	5.0%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	24	3.9%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	7	1.1%	0.7%	2.2%
Economically Disadvantaged	486	78.4%	77.8%	59.0%
Non-Educationally Disadvantaged	134	21.6%	22.2%	41.0%
English Language Learners (ELL)	157	25.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	317	51.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	11	21.2%	16.5%	21.9%
Students with Autism	18	34.6%	19.1%	12.5%
Students with Behavioral Disabilities	10	19.2%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	123	22.9%	15.5%	16.2%
By Ethnicity:				
African American	71	13.2%		
Hispanic	44	8.2%		
White	6	1.1%		
American Indian	0	0.0%		
Asian	2	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	10.3%	9.5%	3.8%	7.7%	13.5%	6.8%
Grade 2	11.0%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	1.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.2%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.6	17.3	18.8
Grade 1	17.6	18.2	18.8
Grade 2	17.0	18.3	18.9
Grade 3	19.8	18.3	19.0
Grade 4	21.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.7	100.0%	100.0%	100.0%
Professional Staff:	48.9	77.9%	60.0%	64.0%
Teachers	42.0	66.9%	47.3%	50.0%
Professional Support	4.9	7.8%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	2.9%
Educational Aides:	13.9	22.1%	11.2%	9.6%
Total Minority Staff:	34.9	55.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.0	11.9%	9.4%	10.2%
Hispanic	17.0	40.5%	34.6%	26.6%
White	20.0	47.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	9.5%	23.8%	23.7%
Females	38.0	90.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	39.0	92.9%	78.0%	74.5%
Masters	3.0	7.1%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.4%	7.3%	7.8%
1-5 Years Experience	13.0	31.0%	35.5%	28.0%
6-10 Years Experience	9.0	21.4%	23.5%	20.9%
11-20 Years Experience	15.0	35.7%	23.9%	27.8%
Over 20 Years Experience	4.0	9.5%	9.9%	15.5%
Number of Students per Teacher	14.8	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	34.0	20.4	19.5
Average Years Experience of Principals with District	34.0	19.3	12.2
Average Years Experience of Assistant Principals	1.0	15.3	15.7
Average Years Experience of Assistant Principals with District	1.0	13.7	10.1
Average Years Experience of Teachers:	10.6	9.2	10.9
Average Years Experience of Teachers with District:	8.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$53,005	$52,776	$48,779
6-10 Years Experience	$51,003	$54,387	$51,184
11-20 Years Experience	$51,222	$54,825	$54,396
Over 20 Years Experience	$58,723	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,437	$54,351	$52,525
Professional Support	$66,291	$70,369	$61,728
Campus Administration (School Leadership)	$92,515	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	127	20.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	15	2.4%	5.0%	7.8%
Special Education	52	8.4%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	9.9	23.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	29.6	70.4%	62.9%	72.8%
Special Education	2.6	6.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **PARKS EL**

Campus Number: **101917112**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 475
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**78%**	*	79%	100%	*	-	-	*	*	81%	84%
	2016	73%	74%	**78%**	75%	81%	*	-	-	-	*	*	77%	94%
Mathematics	2017	78%	78%	**83%**	*	87%	83%	*	-	-	*	*	86%	96%
	2016	75%	76%	**76%**	75%	77%	63%	-	-	-	*	*	75%	78%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**70%**	88%	68%	63%	-	-	-	*	*	68%	77%
	2016	75%	76%	**77%**	*	76%	88%	*	-	-	-	*	77%	80%
Mathematics	2017	76%	76%	**71%**	88%	68%	75%	-	-	-	*	*	70%	74%
	2016	73%	74%	**71%**	*	69%	88%	*	-	-	-	42%	71%	83%
Writing	2017	65%	66%	**69%**	75%	71%	*	-	-	-	*	*	68%	74%
	2016	69%	70%	**70%**	*	71%	75%	*	-	-	-	*	69%	79%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**74%**	69%	75%	72%	*	-	-	*	22%	74%	80%
	2016	75%	72%	**75%**	68%	75%	73%	*	-	-	*	43%	74%	83%
Reading	2017	72%	67%	**74%**	71%	74%	79%	*	-	-	*	*	74%	80%
	2016	73%	68%	**78%**	70%	79%	69%	*	-	-	*	42%	77%	87%
Mathematics	2017	79%	77%	**77%**	64%	77%	79%	*	-	-	*	33%	78%	83%
	2016	76%	76%	**74%**	70%	73%	75%	*	-	-	*	47%	73%	81%
Writing	2017	67%	66%	**69%**	75%	71%	*	-	-	-	*	*	68%	74%
	2016	69%	68%	**70%**	*	71%	75%	*	-	-	-	*	69%	79%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	*	45%	50%	*	-	-	*	*	45%	50%
	2016	45%	39%	**39%**	50%	37%	50%	*	-	-	*	*	38%	46%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 475
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**46%**	36%	47%	57%	*	-	-	*	*	46%	47%
	2016	46%	38%	**47%**	60%	45%	50%	*	-	-	*	*	45%	52%
Mathematics	2017	48%	41%	**55%**	*	58%	64%	*	-	-	*	*	57%	79%
	2016	43%	38%	**42%**	60%	39%	43%	*	-	-	*	*	40%	52%
Writing	2017	38%	33%	**31%**	*	32%	*	-	-	-	*	*	32%	*
	2016	41%	36%	**39%**	*	43%	*	*	-	-	-	*	38%	53%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**31%**	14%	33%	36%	*	-	-	*	*	32%	31%
	2016	18%	14%	**25%**	36%	26%	18%	*	-	-	*	16%	25%	34%
Reading	2017	19%	14%	**33%**	*	33%	43%	*	-	-	*	*	34%	25%
	2016	17%	12%	**30%**	50%	30%	*	*	-	-	*	*	30%	39%
Mathematics	2017	23%	17%	**38%**	*	41%	50%	*	-	-	*	*	39%	43%
	2016	19%	14%	**25%**	*	24%	*	*	-	-	*	*	24%	34%
Writing	2017	12%	8%	**12%**	*	15%	*	-	-	-	*	*	13%	20%
	2016	15%	12%	**16%**	*	20%	*	*	-	-	-	*	18%	24%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**56%**	*	58%	*	-	-	-	*	*	55%	67%
	2016	62%	62%	**75%**	*	74%	81%	*	-	-	-	75%	76%	86%
Reading	2017	59%	57%	**57%**	*	60%	*	-	-	-	*	*	55%	69%
	2016	60%	61%	**84%**	*	81%	*	*	-	-	-	*	85%	88%
Mathematics	2017	64%	59%	**56%**	*	57%	*	-	-	-	*	*	54%	64%
	2016	63%	63%	**67%**	*	68%	*	*	-	-	-	*	67%	84%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 475
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**28%**	*	33%	*	-	-	-	*	*	28%	39%
	2016	17%	16%	**34%**	*	33%	31%	*	-	-	-	21%	34%	41%
Reading	2017	17%	16%	**32%**	*	35%	*	-	-	-	*	*	33%	39%
	2016	16%	16%	**38%**	*	39%	*	*	-	-	-	*	39%	38%
Mathematics	2017	20%	16%	**25%**	*	31%	*	-	-	-	*	*	24%	39%
	2016	17%	15%	**29%**	*	27%	*	*	-	-	-	*	29%	44%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	-
	2016	35%	35%	**42%**	*	37%	*	*	-	-	-	*	43%	*
Mathematics	2017	43%	44%	**38%**	*	*	*	-	-	-	-	*	*	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 475
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**74%**	79%	-	79%	-	-	-	-	-	91%	79%	80%
	2016	75%	72%	**75%**	87%	-	87%	-	-	-	-	-	67%	87%	83%
Reading	2017	72%	67%	**74%**	79%	-	79%	-	-	-	-	-	*	79%	80%
	2016	73%	68%	**78%**	90%	-	90%	-	-	-	-	-	70%	90%	87%
Mathematics	2017	79%	77%	**77%**	82%	-	82%	-	-	-	-	-	*	82%	83%
	2016	76%	76%	**74%**	83%	-	83%	-	-	-	-	-	70%	83%	81%
Writing	2017	67%	66%	**69%**	75%	-	75%	-	-	-	-	-	*	75%	74%
	2016	69%	68%	**70%**	86%	-	86%	-	-	-	-	-	*	86%	79%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	43%	-	43%	-	-	-	-	-	*	43%	50%
	2016	45%	39%	**39%**	53%	-	53%	-	-	-	-	-	*	53%	46%
Reading	2017	48%	41%	**46%**	47%	-	47%	-	-	-	-	-	*	47%	47%
	2016	46%	38%	**47%**	58%	-	58%	-	-	-	-	-	*	58%	52%
Mathematics	2017	48%	41%	**55%**	77%	-	77%	-	-	-	-	-	*	77%	79%
	2016	43%	38%	**42%**	58%	-	58%	-	-	-	-	-	*	58%	52%
Writing	2017	38%	33%	**31%**	*	-	*	-	-	-	-	-	*	*	*
	2016	41%	36%	**39%**	75%	-	75%	-	-	-	-	-	*	75%	53%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**31%**	31%	-	31%	-	-	-	-	-	*	31%	31%
	2016	18%	14%	**25%**	38%	-	38%	-	-	-	-	-	*	38%	34%
Reading	2017	19%	14%	**33%**	23%	-	23%	-	-	-	-	-	*	23%	25%
	2016	17%	12%	**30%**	42%	-	42%	-	-	-	-	-	*	42%	39%
Mathematics	2017	23%	17%	**38%**	45%	-	45%	-	-	-	-	-	*	45%	43%
	2016	19%	14%	**25%**	37%	-	37%	-	-	-	-	-	*	37%	34%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 475
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**12%**	22%	-	22%	-	-	-	-	-	*	22%	20%
	2016	15%	12%	**16%**	32%	-	32%	-	-	-	-	-	*	32%	24%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**56%**	69%	-	69%	-	-	-	-	-	*	69%	66%
	2016	62%	62%	**75%**	89%	-	89%	-	-	-	-	-	81%	89%	87%
Reading	2017	59%	57%	**57%**	72%	-	72%	-	-	-	-	-	*	72%	68%
	2016	60%	61%	**84%**	91%	-	91%	-	-	-	-	-	*	91%	87%
Mathematics	2017	64%	59%	**56%**	66%	-	66%	-	-	-	-	-	*	66%	65%
	2016	63%	63%	**67%**	86%	-	86%	-	-	-	-	-	*	86%	87%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**28%**	42%	-	42%	-	-	-	-	-	*	42%	40%
	2016	17%	16%	**34%**	45%	-	45%	-	-	-	-	-	31%	45%	42%
Reading	2017	17%	16%	**32%**	44%	-	44%	-	-	-	-	-	*	44%	41%
	2016	16%	16%	**38%**	45%	-	45%	-	-	-	-	-	*	45%	40%
Mathematics	2017	20%	16%	**25%**	41%	-	41%	-	-	-	-	-	*	41%	38%
	2016	17%	15%	**29%**	45%	-	45%	-	-	-	-	-	*	45%	43%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	35%	35%	**42%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**38%**	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 475
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	100%	98%	100%	100%
Included in Accountability	94%	94%	**89%**	78%	91%	78%	*	-	-	100%	80%	90%	94%
Not Included in Accountability													
Mobile	4%	4%	**11%**	22%	8%	22%	*	-	-	0%	17%	9%	5%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	2%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**87%**	76%	88%	83%	*	-	-	*	83%	87%	94%
Not Included in Accountability													
Mobile	4%	4%	**12%**	24%	10%	17%	*	-	-	*	17%	12%	2%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	*	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.4%**	95.4%	96.5%	95.7%	*	*	-	*	95.0%	96.3%	97.1%
2014-15	95.7%	95.3%	**95.8%**	94.2%	96.1%	94.2%	*	*	*	*	94.8%	95.8%	97.0%

District Name: PASADENA ISD
Campus Name: PARKS EL
Campus Number: 101917112

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 475
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	475	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	60	12.6%	4.2%	4.2%
Kindergarten	75	15.8%	6.5%	7.0%
Grade 1	80	16.8%	7.6%	7.4%
Grade 2	78	16.4%	8.0%	7.6%
Grade 3	90	18.9%	7.7%	7.7%
Grade 4	92	19.4%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	37	7.8%	7.6%	12.6%
Hispanic	398	83.8%	82.7%	52.4%
White	34	7.2%	5.9%	28.1%
American Indian	2	0.4%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	4	0.8%	0.7%	2.2%
Economically Disadvantaged	439	92.4%	77.8%	59.0%
Non-Educationally Disadvantaged	36	7.6%	22.2%	41.0%
English Language Learners (ELL)	164	34.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	338	71.2%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	35			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	47.0%	44.5%
Students with Physical Disabilities	12	34.3%	16.5%	21.9%
Students with Autism	10	28.6%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	96	22.5%	15.5%	16.2%
By Ethnicity:				
African American	21	4.9%		
Hispanic	55	12.9%		
White	17	4.0%		
American Indian	1	0.2%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	2.6%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	0.0%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	17.3	18.8
Grade 1	17.3	18.2	18.8
Grade 2	16.3	18.3	18.9
Grade 3	14.7	18.3	19.0
Grade 4	18.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	61.4	100.0%	100.0%	100.0%
Professional Staff:	47.6	77.4%	60.0%	64.0%
Teachers	37.4	61.0%	47.3%	50.0%
Professional Support	8.1	13.2%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	2.9%
Educational Aides:	13.9	22.6%	11.2%	9.6%
Total Minority Staff:	45.1	73.4%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	6.0	16.0%	9.4%	10.2%
Hispanic	19.0	50.7%	34.6%	26.6%
White	10.4	27.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	5.3%	1.1%	1.1%
Males	5.0	13.4%	23.8%	23.7%
Females	32.4	86.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	27.1	72.3%	78.0%	74.5%
Masters	10.4	27.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.3%	7.3%	7.8%
1-5 Years Experience	6.0	16.0%	35.5%	28.0%
6-10 Years Experience	10.3	27.5%	23.5%	20.9%
11-20 Years Experience	13.1	35.1%	23.9%	27.8%
Over 20 Years Experience	6.0	16.0%	9.9%	15.5%
Number of Students per Teacher	12.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	20.4	19.5
Average Years Experience of Principals with District	9.0	19.3	12.2
Average Years Experience of Assistant Principals	12.0	15.3	15.7
Average Years Experience of Assistant Principals with District	12.0	13.7	10.1
Average Years Experience of Teachers:	11.7	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,518	$50,819	$46,199
1-5 Years Experience	$52,642	$52,776	$48,779
6-10 Years Experience	$55,543	$54,387	$51,184
11-20 Years Experience	$54,711	$54,825	$54,396
Over 20 Years Experience	$48,603	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,460	$54,351	$52,525
Professional Support	$63,107	$70,369	$61,728
Campus Administration (School Leadership)	$92,695	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	147	30.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	42	8.8%	5.0%	7.8%
Special Education	35	7.4%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	11.3	30.1%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	23.4	62.5%	62.9%	72.8%
Special Education	2.8	7.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **POMEROY EL**

Campus Number: **101917113**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 895
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**55%**	*	55%	*	-	*	-	-	*	54%	55%
	2016	73%	74%	**58%**	*	59%	*	-	-	-	*	57%	56%	58%
Mathematics	2017	78%	78%	**62%**	*	62%	*	-	*	-	-	*	62%	62%
	2016	75%	76%	**63%**	*	64%	*	-	-	-	*	64%	61%	59%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**68%**	*	67%	*	-	-	-	*	*	64%	60%
	2016	75%	76%	**80%**	*	80%	-	-	-	-	-	*	79%	78%
Mathematics	2017	76%	76%	**88%**	*	88%	*	-	-	-	*	*	87%	86%
	2016	73%	74%	**79%**	*	79%	-	-	-	-	-	*	78%	77%
Writing	2017	65%	66%	**71%**	*	70%	*	-	-	-	*	*	68%	64%
	2016	69%	70%	**75%**	*	75%	-	-	-	-	-	*	75%	77%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**69%**	62%	68%	90%	-	*	-	*	19%	67%	65%
	2016	75%	72%	**70%**	50%	70%	*	-	-	-	*	47%	68%	67%
Reading	2017	72%	67%	**61%**	*	61%	*	-	*	-	*	*	59%	57%
	2016	73%	68%	**67%**	*	68%	*	-	-	-	*	48%	66%	65%
Mathematics	2017	79%	77%	**75%**	*	75%	*	-	*	-	*	*	74%	73%
	2016	76%	76%	**70%**	*	71%	*	-	-	-	*	52%	68%	65%
Writing	2017	67%	66%	**71%**	*	70%	*	-	-	-	*	*	68%	64%
	2016	69%	68%	**75%**	*	75%	-	-	-	-	-	*	75%	77%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**33%**	*	33%	*	-	*	-	*	*	28%	28%
	2016	45%	39%	**25%**	*	25%	*	-	-	-	*	*	22%	20%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 895
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**38%**	*	38%	*	-	*	-	*	*	33%	34%
	2016	46%	38%	**37%**	*	37%	*	-	-	-	*	*	33%	34%
Mathematics	2017	48%	41%	**45%**	*	44%	*	-	*	-	*	*	41%	40%
	2016	43%	38%	**28%**	*	28%	*	-	-	-	*	*	26%	22%
Writing	2017	38%	33%	**41%**	*	40%	*	-	-	-	*	*	35%	35%
	2016	41%	36%	**36%**	*	36%	-	-	-	-	-	*	34%	37%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**20%**	*	20%	*	-	*	-	*	10%	18%	19%
	2016	18%	14%	**16%**	*	17%	*	-	-	-	*	*	15%	15%
Reading	2017	19%	14%	**21%**	*	21%	*	-	*	-	*	*	18%	20%
	2016	17%	12%	**19%**	*	19%	*	-	-	-	*	*	17%	17%
Mathematics	2017	23%	17%	**23%**	*	23%	*	-	*	-	*	*	22%	23%
	2016	19%	14%	**14%**	*	14%	*	-	-	-	*	*	13%	14%
Writing	2017	12%	8%	**11%**	*	11%	*	-	-	-	*	*	8%	9%
	2016	15%	12%	**17%**	*	17%	-	-	-	-	-	*	18%	15%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**68%**	*	68%	*	-	*	-	*	43%	67%	64%
	2016	62%	62%	**71%**	*	70%	-	-	-	-	-	*	69%	67%
Reading	2017	59%	57%	**61%**	*	60%	*	-	*	-	*	*	58%	54%
	2016	60%	61%	**71%**	*	71%	-	-	-	-	-	*	70%	69%
Mathematics	2017	64%	59%	**76%**	*	76%	*	-	*	-	*	47%	75%	75%
	2016	63%	63%	**70%**	*	70%	-	-	-	-	-	*	69%	65%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 895
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**31%**	*	31%	*	-	*	-	*	23%	31%	29%
	2016	17%	16%	**26%**	*	26%	-	-	-	-	-	*	25%	26%
Reading	2017	17%	16%	**23%**	*	24%	*	-	*	-	*	*	23%	21%
	2016	16%	16%	**25%**	*	25%	-	-	-	-	-	*	23%	25%
Mathematics	2017	20%	16%	**38%**	*	38%	*	-	*	-	*	40%	39%	37%
	2016	17%	15%	**27%**	*	27%	-	-	-	-	-	*	27%	26%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**33%**	*	30%	-	-	-	-	-	*	33%	18%
	2016	35%	35%	**45%**	*	42%	-	-	-	-	-	*	44%	*
Mathematics	2017	43%	44%	**59%**	*	60%	-	-	-	-	-	*	59%	50%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 895
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**69%**	64%	-	56%	90%	-	*	-	*	85%	63%	65%
	2016	75%	72%	**70%**	67%	-	63%	83%	-	-	-	-	69%	67%	67%
Reading	2017	72%	67%	**61%**	56%	-	48%	86%	-	*	-	*	79%	56%	57%
	2016	73%	68%	**67%**	65%	-	61%	83%	-	-	-	-	*	65%	65%
Mathematics	2017	79%	77%	**75%**	72%	-	67%	90%	-	*	-	*	87%	72%	73%
	2016	76%	76%	**70%**	65%	-	61%	83%	-	-	-	-	*	65%	65%
Writing	2017	67%	66%	**71%**	60%	-	51%	100%	-	-	-	-	92%	60%	64%
	2016	69%	68%	**75%**	76%	-	74%	84%	-	-	-	-	*	76%	77%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**33%**	24%	-	10%	64%	-	-	-	-	60%	24%	28%
	2016	45%	39%	**25%**	20%	-	13%	42%	-	-	-	-	*	20%	20%
Reading	2017	48%	41%	**38%**	31%	-	18%	67%	-	-	-	-	57%	31%	34%
	2016	46%	38%	**37%**	33%	-	25%	58%	-	-	-	-	*	33%	34%
Mathematics	2017	48%	41%	**45%**	35%	-	21%	61%	-	-	-	-	73%	35%	40%
	2016	43%	38%	**28%**	22%	-	12%	47%	-	-	-	-	*	22%	22%
Writing	2017	38%	33%	**41%**	28%	-	9%	88%	-	-	-	-	75%	28%	35%
	2016	41%	36%	**36%**	37%	-	27%	61%	-	-	-	-	*	37%	37%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**20%**	18%	-	13%	37%	-	*	-	*	32%	18%	19%
	2016	18%	14%	**16%**	16%	-	12%	29%	-	-	-	-	*	16%	15%
Reading	2017	19%	14%	**21%**	19%	-	12%	43%	-	*	-	*	36%	19%	20%
	2016	17%	12%	**19%**	17%	-	13%	33%	-	-	-	-	*	17%	17%
Mathematics	2017	23%	17%	**23%**	22%	-	19%	31%	-	*	-	*	40%	22%	23%
	2016	19%	14%	**14%**	15%	-	11%	28%	-	-	-	-	*	15%	14%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 895
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**11%**	8%	-	*	38%	-	-	-	-	*	8%	9%
	2016	15%	12%	**17%**	15%	-	11%	26%	-	-	-	-	*	15%	15%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**68%**	61%	-	60%	64%	-	*	-	*	83%	60%	62%
	2016	62%	62%	**71%**	67%	-	67%	65%	-	-	-	-	-	67%	67%
Reading	2017	59%	57%	**61%**	51%	-	47%	68%	-	*	-	*	*	50%	51%
	2016	60%	61%	**71%**	67%	-	71%	55%	-	-	-	-	-	67%	67%
Mathematics	2017	64%	59%	**76%**	71%	-	74%	60%	-	*	-	*	100%	70%	73%
	2016	63%	63%	**70%**	66%	-	64%	75%	-	-	-	-	-	66%	66%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**31%**	29%	-	27%	36%	-	*	-	*	30%	29%	29%
	2016	17%	16%	**26%**	26%	-	25%	30%	-	-	-	-	-	26%	26%
Reading	2017	17%	16%	**23%**	22%	-	18%	40%	-	*	-	*	*	22%	22%
	2016	16%	16%	**25%**	26%	-	26%	25%	-	-	-	-	-	26%	26%
Mathematics	2017	20%	16%	**38%**	36%	-	37%	32%	-	*	-	*	42%	36%	36%
	2016	17%	15%	**27%**	27%	-	25%	35%	-	-	-	-	-	27%	27%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**33%**	18%	-	*	*	-	-	-	-	-	18%	18%
	2016	35%	35%	**45%**	*	-	*	*	-	-	-	-	-	*	*
Mathematics	2017	43%	44%	**59%**	50%	-	*	*	-	-	-	-	-	50%	50%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 895
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**90%**	76%	90%	100%	-	*	-	*	94%	90%	91%
Not Included in Accountability													
Mobile	4%	4%	**9%**	24%	9%	0%	-	*	-	*	6%	9%	9%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	100%	92%	80%	-	-	-	*	96%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	**8%**	0%	8%	20%	-	-	-	*	4%	7%	8%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.5%**	95.8%	96.6%	94.6%	-	-	-	*	96.5%	96.5%	97.0%
2014-15	95.7%	95.3%	**96.8%**	94.8%	96.9%	94.4%	*	-	-	*	95.8%	96.8%	97.2%

District Name: PASADENA ISD
Campus Name: POMEROY EL
Campus Number: 101917113

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 895
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	895	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	19	2.1%	0.3%	0.3%
Pre-Kindergarten	98	10.9%	4.2%	4.2%
Kindergarten	140	15.6%	6.5%	7.0%
Grade 1	166	18.5%	7.6%	7.4%
Grade 2	156	17.4%	8.0%	7.6%
Grade 3	160	17.9%	7.7%	7.7%
Grade 4	156	17.4%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	29	3.2%	7.6%	12.6%
Hispanic	837	93.5%	82.7%	52.4%
White	20	2.2%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	5	0.6%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.3%	0.7%	2.2%
Economically Disadvantaged	806	90.1%	77.8%	59.0%
Non-Educationally Disadvantaged	89	9.9%	22.2%	41.0%
English Language Learners (ELL)	617	68.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	713	79.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	78			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	12.8%	47.0%	44.5%
Students with Physical Disabilities	40	51.3%	16.5%	21.9%
Students with Autism	17	21.8%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	117	16.9%	15.5%	16.2%
By Ethnicity:				
African American	4	0.6%		
Hispanic	104	15.0%		
White	9	1.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	3.5%	9.5%	3.8%	5.6%	13.5%	6.8%
Grade 2	1.4%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	5.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.7%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.7	17.3	18.8
Grade 1	17.5	18.2	18.8
Grade 2	14.5	18.3	18.9
Grade 3	13.6	18.3	19.0
Grade 4	15.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	87.5	100.0%	100.0%	100.0%
Professional Staff:	69.9	79.9%	60.0%	64.0%
Teachers	58.1	66.4%	47.3%	50.0%
Professional Support	8.8	10.1%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.4%	2.4%	2.9%
Educational Aides:	17.6	20.1%	11.2%	9.6%
Total Minority Staff:	73.4	83.9%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.7%	9.4%	10.2%
Hispanic	45.0	77.4%	34.6%	26.6%
White	11.1	19.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.7%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	7.0	12.0%	23.8%	23.7%
Females	51.1	88.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	49.1	84.5%	78.0%	74.5%
Masters	9.0	15.5%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.4%	7.3%	7.8%
1-5 Years Experience	19.0	32.7%	35.5%	28.0%
6-10 Years Experience	26.0	44.7%	23.5%	20.9%
11-20 Years Experience	10.0	17.2%	23.9%	27.8%
Over 20 Years Experience	1.1	1.9%	9.9%	15.5%
Number of Students per Teacher	15.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	20.4	19.5
Average Years Experience of Principals with District	9.0	19.3	12.2
Average Years Experience of Assistant Principals	16.5	15.3	15.7
Average Years Experience of Assistant Principals with District	16.0	13.7	10.1
Average Years Experience of Teachers:	8.1	9.2	10.9
Average Years Experience of Teachers with District:	6.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,418	$50,819	$46,199
1-5 Years Experience	$52,483	$52,776	$48,779
6-10 Years Experience	$53,361	$54,387	$51,184
11-20 Years Experience	$58,451	$54,825	$54,396
Over 20 Years Experience	$60,390	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,018	$54,351	$52,525
Professional Support	$57,427	$70,369	$61,728
Campus Administration (School Leadership)	$88,555	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	632	70.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	24	2.7%	5.0%	7.8%
Special Education	78	8.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	30.3	52.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	23.7	40.7%	62.9%	72.8%
Special Education	4.1	7.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RED BLUFF EL**

Campus Number: **101917114**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**79%**	*	78%	*	-	-	-	-	60%	78%	83%
	2016	73%	74%	**71%**	*	71%	*	-	*	-	-	*	69%	70%
Mathematics	2017	78%	78%	**82%**	*	81%	*	-	-	-	-	60%	81%	92%
	2016	75%	76%	**75%**	*	75%	*	-	*	-	-	*	74%	76%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**74%**	*	74%	*	-	-	-	-	*	71%	62%
	2016	75%	76%	**78%**	*	79%	*	-	-	-	-	*	80%	80%
Mathematics	2017	76%	76%	**84%**	*	85%	*	-	-	-	-	*	83%	75%
	2016	73%	74%	**72%**	*	71%	83%	-	-	-	-	50%	71%	80%
Writing	2017	65%	66%	**74%**	*	74%	*	-	-	-	-	*	71%	67%
	2016	69%	70%	**68%**	*	69%	*	-	-	-	-	*	69%	80%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**79%**	*	79%	100%	-	-	-	-	41%	77%	76%
	2016	75%	72%	**73%**	*	73%	75%	-	*	-	-	27%	72%	77%
Reading	2017	72%	67%	**77%**	*	76%	*	-	-	-	-	43%	75%	73%
	2016	73%	68%	**74%**	*	75%	78%	-	*	-	-	*	74%	74%
Mathematics	2017	79%	77%	**83%**	*	83%	*	-	-	-	-	48%	82%	83%
	2016	76%	76%	**73%**	*	73%	78%	-	*	-	-	35%	73%	78%
Writing	2017	67%	66%	**74%**	*	74%	*	-	-	-	-	*	71%	67%
	2016	69%	68%	**68%**	*	69%	*	-	-	-	-	*	69%	80%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**37%**	*	38%	*	-	-	-	-	28%	35%	41%
	2016	45%	39%	**29%**	*	28%	*	-	*	-	-	*	27%	28%

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**44%**	*	45%	*	-	-	-	-	33%	42%	44%
	2016	46%	38%	**35%**	*	34%	56%	-	*	-	-	*	34%	37%
Mathematics	2017	48%	41%	**45%**	*	46%	*	-	-	-	-	44%	44%	53%
	2016	43%	38%	**34%**	*	34%	*	-	*	-	-	*	33%	35%
Writing	2017	38%	33%	**44%**	*	45%	*	-	-	-	-	*	40%	45%
	2016	41%	36%	**34%**	*	36%	*	-	-	-	-	*	37%	41%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**20%**	*	20%	*	-	-	-	-	*	20%	23%
	2016	18%	14%	**18%**	*	18%	21%	-	*	-	-	11%	17%	21%
Reading	2017	19%	14%	**26%**	*	26%	*	-	-	-	-	*	25%	30%
	2016	17%	12%	**20%**	*	20%	*	-	*	-	-	*	18%	21%
Mathematics	2017	23%	17%	**19%**	*	19%	*	-	-	-	-	*	19%	22%
	2016	19%	14%	**17%**	*	18%	*	-	*	-	-	*	18%	23%
Writing	2017	12%	8%	**12%**	*	12%	*	-	-	-	-	*	11%	11%
	2016	15%	12%	**15%**	*	15%	*	-	-	-	-	*	15%	16%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**65%**	*	66%	*	-	-	-	-	*	63%	62%
	2016	62%	62%	**72%**	*	72%	*	-	-	-	-	45%	71%	76%
Reading	2017	59%	57%	**61%**	*	62%	*	-	-	-	-	*	60%	57%
	2016	60%	61%	**76%**	-	77%	*	-	-	-	-	*	76%	79%
Mathematics	2017	64%	59%	**69%**	*	70%	*	-	-	-	-	*	67%	68%
	2016	63%	63%	**67%**	*	67%	*	-	-	-	-	*	65%	72%

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**26%**	*	26%	*	-	-	-	-	*	25%	29%
	2016	17%	16%	**36%**	*	36%	*	-	-	-	-	27%	36%	43%
Reading	2017	17%	16%	**28%**	*	29%	*	-	-	-	-	*	27%	32%
	2016	16%	16%	**39%**	-	40%	*	-	-	-	-	*	39%	46%
Mathematics	2017	20%	16%	**24%**	*	24%	*	-	-	-	-	*	23%	25%
	2016	17%	15%	**33%**	*	32%	*	-	-	-	-	*	34%	41%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**55%**	*	60%	-	-	-	-	-	*	55%	*
	2016	35%	35%	**47%**	-	47%	*	-	-	-	-	*	53%	*
Mathematics	2017	43%	44%	**63%**	*	71%	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 595
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**79%**	76%	-	76%	-	-	-	-	-	79%	76%	76%
	2016	75%	72%	**73%**	77%	-	77%	-	-	-	-	-	74%	77%	77%
Reading	2017	72%	67%	**77%**	73%	-	73%	-	-	-	-	-	73%	73%	73%
	2016	73%	68%	**74%**	75%	-	75%	-	-	-	-	-	64%	75%	74%
Mathematics	2017	79%	77%	**83%**	83%	-	83%	-	-	-	-	-	91%	83%	83%
	2016	76%	76%	**73%**	77%	-	77%	-	-	-	-	-	82%	77%	78%
Writing	2017	67%	66%	**74%**	67%	-	67%	-	-	-	-	-	*	67%	67%
	2016	69%	68%	**68%**	80%	-	80%	-	-	-	-	-	*	80%	80%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**37%**	43%	-	43%	-	-	-	-	-	*	43%	41%
	2016	45%	39%	**29%**	32%	-	32%	-	-	-	-	-	*	32%	28%
Reading	2017	48%	41%	**44%**	46%	-	46%	-	-	-	-	-	*	46%	44%
	2016	46%	38%	**35%**	42%	-	42%	-	-	-	-	-	*	42%	37%
Mathematics	2017	48%	41%	**45%**	55%	-	55%	-	-	-	-	-	45%	55%	53%
	2016	43%	38%	**34%**	38%	-	38%	-	-	-	-	-	*	38%	35%
Writing	2017	38%	33%	**44%**	47%	-	47%	-	-	-	-	-	*	47%	45%
	2016	41%	36%	**34%**	48%	-	48%	-	-	-	-	-	*	48%	41%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**20%**	25%	-	25%	-	-	-	-	-	*	25%	23%
	2016	18%	14%	**18%**	23%	-	23%	-	-	-	-	-	*	23%	21%
Reading	2017	19%	14%	**26%**	32%	-	32%	-	-	-	-	-	*	32%	30%
	2016	17%	12%	**20%**	24%	-	24%	-	-	-	-	-	*	24%	21%
Mathematics	2017	23%	17%	**19%**	24%	-	24%	-	-	-	-	-	*	24%	22%
	2016	19%	14%	**17%**	25%	-	25%	-	-	-	-	-	*	25%	23%

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 595
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**12%**	13%	-	13%	-	-	-	-	-	*	13%	11%
	2016	15%	12%	**15%**	18%	-	18%	-	-	-	-	-	*	18%	16%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**65%**	62%	-	62%	-	-	-	-	-	*	62%	63%
	2016	62%	62%	**72%**	75%	-	75%	-	-	-	-	-	80%	75%	75%
Reading	2017	59%	57%	**61%**	59%	-	59%	-	-	-	-	-	*	59%	58%
	2016	60%	61%	**76%**	77%	-	77%	-	-	-	-	-	*	77%	78%
Mathematics	2017	64%	59%	**69%**	66%	-	66%	-	-	-	-	-	*	66%	67%
	2016	63%	63%	**67%**	73%	-	73%	-	-	-	-	-	*	73%	72%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**26%**	29%	-	29%	-	-	-	-	-	*	29%	29%
	2016	17%	16%	**36%**	42%	-	42%	-	-	-	-	-	60%	42%	43%
Reading	2017	17%	16%	**28%**	34%	-	34%	-	-	-	-	-	*	34%	33%
	2016	16%	16%	**39%**	43%	-	43%	-	-	-	-	-	*	43%	45%
Mathematics	2017	20%	16%	**24%**	24%	-	24%	-	-	-	-	-	*	24%	25%
	2016	17%	15%	**33%**	40%	-	40%	-	-	-	-	-	*	40%	42%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**55%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**47%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	43%	44%	**63%**	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	-	-	-	-	97%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	100%	-	-	-	-	92%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	0%	-	-	-	-	0%	3%	2%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	-	5%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	-	-	-	3%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	94%	**91%**	100%	92%	73%	-	*	-	-	94%	94%	96%
Not Included in Accountability													
Mobile	4%	4%	**9%**	0%	8%	27%	-	*	-	-	6%	5%	3%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.6%**	93.5%	96.7%	95.5%	-	*	-	*	95.7%	96.7%	97.1%
2014-15	95.7%	95.3%	**96.7%**	95.7%	96.7%	97.1%	-	*	-	*	96.0%	96.8%	96.9%

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	595	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	67	11.3%	4.2%	4.2%
Kindergarten	98	16.5%	6.5%	7.0%
Grade 1	99	16.6%	7.6%	7.4%
Grade 2	105	17.6%	8.0%	7.6%
Grade 3	115	19.3%	7.7%	7.7%
Grade 4	111	18.7%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	9	1.5%	7.6%	12.6%
Hispanic	560	94.1%	82.7%	52.4%
White	26	4.4%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	529	88.9%	77.8%	59.0%
Non-Educationally Disadvantaged	66	11.1%	22.2%	41.0%
English Language Learners (ELL)	281	47.2%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	424	71.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	25.0%	47.0%	44.5%
Students with Physical Disabilities	21	40.4%	16.5%	21.9%
Students with Autism	11	21.2%	19.1%	12.5%
Students with Behavioral Disabilities	7	13.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	71	15.0%	15.5%	16.2%
By Ethnicity:				
African American	2	0.4%		
Hispanic	62	13.1%		
White	6	1.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	20.0%	1.6%	7.7%
Grade 1	11.9%	9.5%	3.8%	7.1%	13.5%	6.8%
Grade 2	8.1%	8.5%	2.4%	14.3%	3.9%	3.1%
Grade 3	6.9%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	6.2%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	17.3	18.8
Grade 1	19.0	18.2	18.8
Grade 2	20.0	18.3	18.9
Grade 3	17.4	18.3	19.0
Grade 4	17.0	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: RED BLUFF EL
Campus Number: 101917114

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 595
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	63.5	100.0%	100.0%	100.0%
Professional Staff:	47.6	74.9%	60.0%	64.0%
Teachers	40.2	63.2%	47.3%	50.0%
Professional Support	5.4	8.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	2.9%
Educational Aides:	15.9	25.1%	11.2%	9.6%
Total Minority Staff:	40.9	64.4%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.0%	9.4%	10.2%
Hispanic	18.0	44.8%	34.6%	26.6%
White	17.2	42.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.5%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	6.2	15.4%	23.8%	23.7%
Females	34.0	84.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	35.2	87.6%	78.0%	74.5%
Masters	4.0	10.0%	20.0%	23.6%
Doctorate	1.0	2.5%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	10.0%	7.3%	7.8%
1-5 Years Experience	9.0	22.4%	35.5%	28.0%
6-10 Years Experience	7.0	17.4%	23.5%	20.9%
11-20 Years Experience	15.2	37.8%	23.9%	27.8%
Over 20 Years Experience	5.0	12.4%	9.9%	15.5%
Number of Students per Teacher	14.8	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	31.0	20.4	19.5
Average Years Experience of Principals with District	31.0	19.3	12.2
Average Years Experience of Assistant Principals	8.0	15.3	15.7
Average Years Experience of Assistant Principals with District	8.0	13.7	10.1
Average Years Experience of Teachers:	10.6	9.2	10.9
Average Years Experience of Teachers with District:	9.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,148	$52,776	$48,779
6-10 Years Experience	$55,123	$54,387	$51,184
11-20 Years Experience	$50,088	$54,825	$54,396
Over 20 Years Experience	$63,388	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,174	$54,351	$52,525
Professional Support	$65,287	$70,369	$61,728
Campus Administration (School Leadership)	$90,135	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	256	43.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	11	1.8%	5.0%	7.8%
Special Education	52	8.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	15.3	38.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	19.7	48.9%	62.9%	72.8%
Special Education	5.2	12.9%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICHEY EL**

Campus Number: **101917115**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 778
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**73%**	*	73%	*	-	-	-	-	*	73%	71%
	2016	73%	74%	**70%**	*	71%	*	-	-	-	-	*	68%	72%
Mathematics	2017	78%	78%	**74%**	*	75%	*	-	-	-	-	*	73%	71%
	2016	75%	76%	**76%**	*	78%	*	-	-	-	-	*	74%	82%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**62%**	-	62%	*	-	-	-	-	*	61%	59%
	2016	75%	76%	**59%**	*	59%	-	-	-	-	-	*	59%	52%
Mathematics	2017	76%	76%	**77%**	-	77%	*	-	-	-	-	*	76%	82%
	2016	73%	74%	**55%**	*	55%	-	-	-	-	-	*	55%	51%
Writing	2017	65%	66%	**59%**	-	60%	*	-	-	-	-	*	57%	60%
	2016	69%	70%	**56%**	*	55%	-	-	-	-	-	*	55%	49%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**69%**	70%	69%	*	-	-	-	-	30%	68%	69%
	2016	75%	72%	**63%**	*	63%	*	-	-	-	-	20%	62%	60%
Reading	2017	72%	67%	**67%**	*	67%	*	-	-	-	-	*	67%	65%
	2016	73%	68%	**64%**	*	65%	*	-	-	-	-	*	63%	61%
Mathematics	2017	79%	77%	**75%**	*	76%	*	-	-	-	-	*	75%	77%
	2016	76%	76%	**65%**	*	66%	*	-	-	-	-	*	65%	65%
Writing	2017	67%	66%	**59%**	-	60%	*	-	-	-	-	*	57%	60%
	2016	69%	68%	**56%**	*	55%	-	-	-	-	-	*	55%	49%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**28%**	*	28%	*	-	-	-	-	*	26%	28%
	2016	45%	39%	**27%**	*	28%	*	-	-	-	-	*	27%	33%

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 778
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**38%**	*	39%	*	-	-	-	-	*	38%	37%
	2016	46%	38%	**35%**	*	36%	*	-	-	-	-	*	34%	41%
Mathematics	2017	48%	41%	**33%**	*	33%	*	-	-	-	-	*	31%	34%
	2016	43%	38%	**33%**	*	34%	*	-	-	-	-	*	33%	38%
Writing	2017	38%	33%	**37%**	-	38%	*	-	-	-	-	*	36%	36%
	2016	41%	36%	**33%**	*	33%	-	-	-	-	-	*	31%	36%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	*	17%	*	-	-	-	-	*	16%	19%
	2016	18%	14%	**13%**	*	13%	*	-	-	-	-	*	13%	14%
Reading	2017	19%	14%	**20%**	*	20%	*	-	-	-	-	*	19%	22%
	2016	17%	12%	**15%**	*	16%	*	-	-	-	-	*	15%	17%
Mathematics	2017	23%	17%	**18%**	*	19%	*	-	-	-	-	*	17%	20%
	2016	19%	14%	**13%**	*	13%	*	-	-	-	-	*	12%	13%
Writing	2017	12%	8%	**8%**	-	8%	*	-	-	-	-	*	7%	10%
	2016	15%	12%	**8%**	*	8%	-	-	-	-	-	*	8%	8%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**63%**	-	64%	*	-	-	-	-	*	63%	65%
	2016	62%	62%	**51%**	*	51%	-	-	-	-	-	*	51%	49%
Reading	2017	59%	57%	**59%**	-	59%	*	-	-	-	-	*	57%	59%
	2016	60%	61%	**56%**	*	57%	-	-	-	-	-	*	57%	54%
Mathematics	2017	64%	59%	**68%**	-	68%	*	-	-	-	-	*	68%	70%
	2016	63%	63%	**45%**	*	46%	-	-	-	-	-	*	45%	44%

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 778
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**27%**	-	27%	*	-	-	-	-	*	25%	36%
	2016	17%	16%	**12%**	*	12%	-	-	-	-	-	*	13%	13%
Reading	2017	17%	16%	**28%**	-	27%	*	-	-	-	-	*	25%	37%
	2016	16%	16%	**16%**	*	16%	-	-	-	-	-	*	17%	17%
Mathematics	2017	20%	16%	**27%**	-	26%	*	-	-	-	-	*	25%	35%
	2016	17%	15%	**8%**	*	9%	-	-	-	-	-	*	9%	9%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**35%**	-	36%	*	-	-	-	-	*	38%	*
	2016	35%	35%	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 778
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**69%**	69%	-	69%	-	-	*	-	*	60%	69%	69%
	2016	75%	72%	**63%**	61%	-	61%	-	-	-	-	-	57%	61%	60%
Reading	2017	72%	67%	**67%**	65%	-	65%	-	-	*	-	*	56%	65%	65%
	2016	73%	68%	**64%**	62%	-	62%	-	-	-	-	-	59%	62%	61%
Mathematics	2017	79%	77%	**75%**	78%	-	78%	-	-	*	-	*	56%	78%	77%
	2016	76%	76%	**65%**	66%	-	66%	-	-	-	-	-	59%	66%	65%
Writing	2017	67%	66%	**59%**	59%	-	59%	-	-	-	-	-	71%	59%	60%
	2016	69%	68%	**56%**	49%	-	49%	-	-	-	-	-	50%	49%	49%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**28%**	29%	-	29%	-	-	-	-	-	*	29%	28%
	2016	45%	39%	**27%**	35%	-	35%	-	-	-	-	-	*	35%	33%
Reading	2017	48%	41%	**38%**	39%	-	39%	-	-	-	-	-	*	39%	37%
	2016	46%	38%	**35%**	45%	-	45%	-	-	-	-	-	*	45%	41%
Mathematics	2017	48%	41%	**33%**	35%	-	35%	-	-	-	-	-	*	35%	34%
	2016	43%	38%	**33%**	41%	-	41%	-	-	-	-	-	*	41%	38%
Writing	2017	38%	33%	**37%**	44%	-	44%	-	-	-	-	-	*	44%	36%
	2016	41%	36%	**33%**	35%	-	35%	-	-	-	-	-	*	35%	36%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	20%	-	20%	-	-	*	-	*	*	20%	19%
	2016	18%	14%	**13%**	15%	-	15%	-	-	-	-	-	*	15%	14%
Reading	2017	19%	14%	**20%**	23%	-	23%	-	-	*	-	*	*	24%	22%
	2016	17%	12%	**15%**	19%	-	19%	-	-	-	-	-	*	19%	17%
Mathematics	2017	23%	17%	**18%**	21%	-	21%	-	-	*	-	*	*	22%	20%
	2016	19%	14%	**13%**	14%	-	14%	-	-	-	-	-	*	14%	13%

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 778
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**8%**	11%	-	11%	-	-	-	-	-	*	11%	10%
	2016	15%	12%	**8%**	9%	-	9%	-	-	-	-	-	*	9%	8%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**63%**	65%	-	65%	-	-	*	-	*	64%	66%	66%
	2016	62%	62%	**51%**	50%	-	50%	-	-	-	-	-	*	50%	50%
Reading	2017	59%	57%	**59%**	58%	-	58%	-	-	*	-	*	71%	59%	60%
	2016	60%	61%	**56%**	54%	-	54%	-	-	-	-	-	*	54%	55%
Mathematics	2017	64%	59%	**68%**	73%	-	73%	-	-	*	-	*	*	73%	71%
	2016	63%	63%	**45%**	46%	-	46%	-	-	-	-	-	*	46%	45%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**27%**	35%	-	35%	-	-	*	-	*	43%	36%	36%
	2016	17%	16%	**12%**	14%	-	14%	-	-	-	-	-	*	14%	13%
Reading	2017	17%	16%	**28%**	32%	-	32%	-	-	*	-	*	71%	33%	37%
	2016	16%	16%	**16%**	19%	-	19%	-	-	-	-	-	*	19%	17%
Mathematics	2017	20%	16%	**27%**	37%	-	37%	-	-	*	-	*	*	38%	36%
	2016	17%	15%	**8%**	10%	-	10%	-	-	-	-	-	*	10%	9%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**35%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 778
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	32%	91%	64%	-	-	-	-	88%	89%	92%
Not Included in Accountability													
Mobile	4%	4%	**10%**	68%	7%	36%	-	-	-	-	12%	9%	5%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	-	-	-	0%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**87%**	56%	88%	40%	-	-	-	-	75%	87%	92%
Not Included in Accountability													
Mobile	4%	4%	**10%**	44%	9%	60%	-	-	-	-	18%	10%	6%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	-	-	-	8%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.4%**	95.0%	96.5%	94.5%	-	*	-	*	94.7%	96.5%	97.3%
2014-15	95.7%	95.3%	**96.4%**	92.5%	96.4%	96.7%	*	*	-	*	94.2%	96.4%	97.2%

District Name: PASADENA ISD
Campus Name: RICHEY EL
Campus Number: 101917115

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 778
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	778	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	15	1.9%	0.3%	0.3%
Pre-Kindergarten	85	10.9%	4.2%	4.2%
Kindergarten	111	14.3%	6.5%	7.0%
Grade 1	168	21.6%	7.6%	7.4%
Grade 2	148	19.0%	8.0%	7.6%
Grade 3	124	15.9%	7.7%	7.7%
Grade 4	127	16.3%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	29	3.7%	7.6%	12.6%
Hispanic	729	93.7%	82.7%	52.4%
White	17	2.2%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	690	88.7%	77.8%	59.0%
Non-Educationally Disadvantaged	88	11.3%	22.2%	41.0%
English Language Learners (ELL)	452	58.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	571	73.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	24.6%	47.0%	44.5%
Students with Physical Disabilities	28	49.1%	16.5%	21.9%
Students with Autism	7	12.3%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	166	23.3%	15.5%	16.2%
By Ethnicity:				
African American	21	2.9%		
Hispanic	137	19.2%		
White	8	1.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	8.1%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	11.8%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	4.6%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	3.5%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.3	17.3	18.8
Grade 1	17.5	18.2	18.8
Grade 2	16.8	18.3	18.9
Grade 3	17.3	18.3	19.0
Grade 4	18.3	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	78.5	100.0%	100.0%	100.0%
Professional Staff:	62.8	80.0%	60.0%	64.0%
Teachers	51.7	65.8%	47.3%	50.0%
Professional Support	8.1	10.3%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.8%	2.4%	2.9%
Educational Aides:	15.7	20.0%	11.2%	9.6%
Total Minority Staff:	62.9	80.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.2	2.3%	9.4%	10.2%
Hispanic	35.0	67.7%	34.6%	26.6%
White	12.5	24.2%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.0	5.8%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	7.0	13.6%	23.8%	23.7%
Females	44.7	86.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	47.7	92.3%	78.0%	74.5%
Masters	4.0	7.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.3	6.4%	7.3%	7.8%
1-5 Years Experience	24.0	46.4%	35.5%	28.0%
6-10 Years Experience	8.4	16.2%	23.5%	20.9%
11-20 Years Experience	10.0	19.3%	23.9%	27.8%
Over 20 Years Experience	6.0	11.6%	9.9%	15.5%
Number of Students per Teacher	15.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	17.0	19.3	12.2
Average Years Experience of Assistant Principals	13.0	15.3	15.7
Average Years Experience of Assistant Principals with District	13.0	13.7	10.1
Average Years Experience of Teachers:	8.2	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,015	$50,819	$46,199
1-5 Years Experience	$52,215	$52,776	$48,779
6-10 Years Experience	$51,004	$54,387	$51,184
11-20 Years Experience	$53,408	$54,825	$54,396
Over 20 Years Experience	$56,540	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,675	$54,351	$52,525
Professional Support	$60,721	$70,369	$61,728
Campus Administration (School Leadership)	$85,015	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	433	55.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	15	1.9%	5.0%	7.8%
Special Education	57	7.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	26.6	51.4%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	21.8	42.1%	62.9%	72.8%
Special Education	3.3	6.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **L F SMITH ELEMENTARY**

Campus Number: **101917116**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**69%**	*	69%	*	-	-	-	-	*	70%	64%
	2016	73%	74%	**71%**	*	70%	*	-	-	-	-	*	67%	64%
Mathematics	2017	78%	78%	**85%**	*	85%	*	-	-	-	-	*	87%	80%
	2016	75%	76%	**82%**	*	82%	*	-	-	-	-	*	81%	79%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**68%**	*	68%	*	-	-	-	-	*	65%	57%
	2016	75%	76%	**71%**	*	71%	*	*	-	-	-	28%	69%	67%
Mathematics	2017	76%	76%	**86%**	*	87%	*	-	-	-	-	*	85%	80%
	2016	73%	74%	**63%**	*	63%	*	*	-	-	-	*	60%	59%
Writing	2017	65%	66%	**66%**	*	67%	*	-	-	-	-	*	63%	56%
	2016	69%	70%	**60%**	*	60%	*	*	-	-	-	*	57%	51%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2016	81%	76%	**74%**	*	74%	*	-	-	-	-	*	73%	61%
Mathematics	2016	86%	82%	**93%**	*	93%	*	-	-	-	-	*	92%	89%
Science	2016	74%	68%	**62%**	*	62%	*	-	-	-	-	*	61%	48%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**75%**	63%	75%	*	-	-	-	-	22%	74%	68%
	2016	75%	72%	**72%**	69%	72%	100%	*	-	-	-	24%	70%	65%
Reading	2017	72%	67%	**68%**	*	69%	*	-	-	-	-	*	67%	61%
	2016	73%	68%	**72%**	*	72%	100%	*	-	-	-	30%	70%	64%
Mathematics	2017	79%	77%	**86%**	*	86%	*	-	-	-	-	42%	86%	80%
	2016	76%	76%	**79%**	*	80%	100%	*	-	-	-	27%	78%	76%

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Writing	2017	67%	66%	**66%**	*	67%	*	-	-	-	-	*	63%	56%
	2016	69%	68%	**60%**	*	60%	*	*	-	-	-	*	57%	51%
Science	2016	79%	76%	**62%**	*	62%	*	-	-	-	-	*	61%	48%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**41%**	*	41%	*	-	-	-	-	*	39%	30%
	2016	45%	39%	**32%**	*	33%	*	*	-	-	-	*	31%	24%
Reading	2017	48%	41%	**44%**	*	44%	*	-	-	-	-	*	43%	34%
	2016	46%	38%	**34%**	*	34%	*	*	-	-	-	*	33%	23%
Mathematics	2017	48%	41%	**67%**	*	68%	*	-	-	-	-	*	64%	64%
	2016	43%	38%	**41%**	*	41%	*	*	-	-	-	*	39%	29%
Writing	2017	38%	33%	**35%**	*	35%	*	-	-	-	-	*	28%	16%
	2016	41%	36%	**34%**	*	36%	*	*	-	-	-	*	30%	29%
Science	2016	47%	43%	**25%**	*	26%	*	-	-	-	-	*	25%	18%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**23%**	*	23%	*	-	-	-	-	*	21%	21%
	2016	18%	14%	**14%**	*	14%	*	*	-	-	-	6%	13%	12%
Reading	2017	19%	14%	**22%**	*	22%	*	-	-	-	-	*	21%	19%
	2016	17%	12%	**16%**	*	16%	*	*	-	-	-	*	14%	11%
Mathematics	2017	23%	17%	**32%**	*	32%	*	-	-	-	-	*	30%	33%
	2016	19%	14%	**17%**	*	16%	*	*	-	-	-	*	16%	18%
Writing	2017	12%	8%	**7%**	*	7%	*	-	-	-	-	*	*	*
	2016	15%	12%	**12%**	*	12%	*	*	-	-	-	*	10%	*
Science	2016	16%	13%	**5%**	*	5%	*	-	-	-	-	*	5%	*

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**57%**	*	58%	*	-	-	-	-	*	57%	62%
	2016	62%	62%	**64%**	*	64%	*	*	-	-	-	57%	64%	64%
Reading	2017	59%	57%	**53%**	*	53%	*	-	-	-	-	*	53%	55%
	2016	60%	61%	**64%**	*	64%	*	*	-	-	-	*	65%	62%
Mathematics	2017	64%	59%	**61%**	*	62%	*	-	-	-	-	*	61%	69%
	2016	63%	63%	**64%**	*	65%	*	*	-	-	-	*	63%	66%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**26%**	*	26%	*	-	-	-	-	*	25%	29%
	2016	17%	16%	**19%**	*	20%	*	*	-	-	-	17%	20%	19%
Reading	2017	17%	16%	**22%**	*	23%	*	-	-	-	-	*	22%	25%
	2016	16%	16%	**16%**	*	16%	*	*	-	-	-	*	16%	13%
Mathematics	2017	20%	16%	**29%**	*	29%	*	-	-	-	-	*	27%	33%
	2016	17%	15%	**23%**	*	23%	*	*	-	-	-	*	24%	24%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	-	-	-	-	-	-	*	*
	2016	35%	35%	**29%**	-	29%	-	-	-	-	-	*	30%	22%
Mathematics	2017	43%	44%	*	*	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 701
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**75%**	66%	-	66%	-	-	-	-	-	90%	66%	68%
	2016	75%	72%	**72%**	66%	-	66%	-	-	-	-	-	44%	66%	65%
Reading	2017	72%	67%	**68%**	58%	-	58%	-	-	-	-	-	85%	58%	61%
	2016	73%	68%	**72%**	65%	-	65%	-	-	-	-	-	45%	65%	64%
Mathematics	2017	79%	77%	**86%**	78%	-	78%	-	-	-	-	-	100%	78%	80%
	2016	76%	76%	**79%**	77%	-	77%	-	-	-	-	-	55%	77%	76%
Writing	2017	67%	66%	**66%**	55%	-	55%	-	-	-	-	-	*	55%	56%
	2016	69%	68%	**60%**	54%	-	54%	-	-	-	-	-	*	54%	51%
Science	2016	79%	76%	**62%**	49%	-	49%	-	-	-	-	-	*	49%	48%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**41%**	31%	-	31%	-	-	-	-	-	*	31%	30%
	2016	45%	39%	**32%**	24%	-	24%	-	-	-	-	-	*	24%	24%
Reading	2017	48%	41%	**44%**	33%	-	33%	-	-	-	-	-	38%	33%	34%
	2016	46%	38%	**34%**	24%	-	24%	-	-	-	-	-	*	24%	23%
Mathematics	2017	48%	41%	**67%**	66%	-	66%	-	-	-	-	-	62%	66%	64%
	2016	43%	38%	**41%**	30%	-	30%	-	-	-	-	-	*	30%	29%
Writing	2017	38%	33%	**35%**	*	-	*	-	-	-	-	-	*	*	16%
	2016	41%	36%	**34%**	32%	-	32%	-	-	-	-	-	*	32%	29%
Science	2016	47%	43%	**25%**	19%	-	19%	-	-	-	-	-	*	19%	18%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**23%**	21%	-	21%	-	-	-	-	-	30%	21%	21%
	2016	18%	14%	**14%**	12%	-	12%	-	-	-	-	-	*	12%	12%
Reading	2017	19%	14%	**22%**	18%	-	18%	-	-	-	-	-	*	18%	19%
	2016	17%	12%	**16%**	11%	-	11%	-	-	-	-	-	*	11%	11%

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 701
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Mathematics	2017	23%	17%	**32%**	32%	-	32%	-	-	-	-	-	38%	32%	33%
	2016	19%	14%	**17%**	18%	-	18%	-	-	-	-	-	*	18%	18%
Writing	2017	12%	8%	**7%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**12%**	*	-	*	-	-	-	-	-	*	*	*
Science	2016	16%	13%	**5%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**57%**	62%	-	62%	-	-	-	-	-	*	62%	62%
	2016	62%	62%	**64%**	66%	-	66%	-	-	-	-	-	*	66%	66%
Reading	2017	59%	57%	**53%**	54%	-	54%	-	-	-	-	-	*	54%	55%
	2016	60%	61%	**64%**	63%	-	63%	-	-	-	-	-	*	63%	64%
Mathematics	2017	64%	59%	**61%**	68%	-	68%	-	-	-	-	-	*	68%	68%
	2016	63%	63%	**64%**	69%	-	69%	-	-	-	-	-	*	69%	68%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**26%**	30%	-	30%	-	-	-	-	-	*	30%	29%
	2016	17%	16%	**19%**	20%	-	20%	-	-	-	-	-	*	20%	19%
Reading	2017	17%	16%	**22%**	27%	-	27%	-	-	-	-	-	*	27%	26%
	2016	16%	16%	**16%**	14%	-	14%	-	-	-	-	-	*	14%	13%
Mathematics	2017	20%	16%	**29%**	32%	-	32%	-	-	-	-	-	*	32%	32%
	2016	17%	15%	**23%**	26%	-	26%	-	-	-	-	-	*	26%	26%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	-	*	*
	2016	35%	35%	**29%**	24%	-	24%	-	-	-	-	-	*	24%	22%
Mathematics	2017	43%	44%	*	*	-	*	-	-	-	-	-	-	*	*

District Name: PASADENA ISD
Campus Name: L F SMITH ELEMENTARY
Campus Number: 101917116

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 701
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	94%	71%	-	-	-	-	93%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	5%	29%	-	-	-	-	7%	6%	5%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**96%**	100%	96%	86%	*	-	-	-	91%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	14%	*	-	-	-	9%	3%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.9%**	94.9%	96.9%	95.9%	*	-	-	-	96.1%	96.9%	97.3%
2014-15	95.7%	95.3%	**96.9%**	97.3%	96.9%	93.9%	*	*	*	-	95.9%	96.9%	97.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	701	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	13	1.9%	0.3%	0.3%
Pre-Kindergarten	109	15.5%	4.2%	4.2%
Kindergarten	97	13.8%	6.5%	7.0%
Grade 1	112	16.0%	7.6%	7.4%
Grade 2	150	21.4%	8.0%	7.6%
Grade 3	116	16.5%	7.7%	7.7%
Grade 4	104	14.8%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	12	1.7%	7.6%	12.6%
Hispanic	680	97.0%	82.7%	52.4%
White	9	1.3%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	640	91.3%	77.8%	59.0%
Non-Educationally Disadvantaged	61	8.7%	22.2%	41.0%
English Language Learners (ELL)	423	60.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	511	72.9%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	26.0%	47.0%	44.5%
Students with Physical Disabilities	20	40.0%	16.5%	21.9%
Students with Autism	9	18.0%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	91	12.8%	15.5%	16.2%
By Ethnicity:				
African American	4	0.6%		
Hispanic	85	12.0%		
White	2	0.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	5.6%	9.5%	3.8%	20.0%	13.5%	6.8%
Grade 2	13.8%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	5.6%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	17.3	18.8
Grade 1	13.7	18.2	18.8
Grade 2	22.7	18.3	18.9
Grade 3	15.6	18.3	19.0
Grade 4	15.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	75.3	100.0%	100.0%	100.0%
Professional Staff:	58.4	77.7%	60.0%	64.0%
Teachers	50.1	66.5%	47.3%	50.0%
Professional Support	6.4	8.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.7%	2.4%	2.9%
Educational Aides:	16.8	22.3%	11.2%	9.6%
Total Minority Staff:	51.4	68.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	9.4%	10.2%
Hispanic	29.0	57.9%	34.6%	26.6%
White	18.1	36.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	4.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.0	10.0%	23.8%	23.7%
Females	45.1	90.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	42.0	83.9%	78.0%	74.5%
Masters	7.1	14.1%	20.0%	23.6%
Doctorate	1.0	2.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.0%	7.3%	7.8%
1-5 Years Experience	11.0	22.0%	35.5%	28.0%
6-10 Years Experience	15.0	30.0%	23.5%	20.9%
11-20 Years Experience	13.1	26.1%	23.9%	27.8%
Over 20 Years Experience	8.0	16.0%	9.9%	15.5%
Number of Students per Teacher	14.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	19.0	15.3	15.7
Average Years Experience of Assistant Principals with District	19.0	13.7	10.1
Average Years Experience of Teachers:	11.9	9.2	10.9
Average Years Experience of Teachers with District:	10.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,151	$50,819	$46,199
1-5 Years Experience	$52,430	$52,776	$48,779
6-10 Years Experience	$52,635	$54,387	$51,184
11-20 Years Experience	$53,503	$54,825	$54,396
Over 20 Years Experience	$65,840	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,837	$54,351	$52,525
Professional Support	$66,115	$70,369	$61,728
Campus Administration (School Leadership)	$91,525	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	389	55.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	15	2.1%	5.0%	7.8%
Special Education	50	7.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	25.2	50.3%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	20.8	41.5%	62.9%	72.8%
Special Education	4.1	8.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MAE SMYTHE EL**

Campus Number: **101917117**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 683
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**71%**	*	70%	*	-	-	-	-	45%	69%	68%
	2016	73%	74%	**73%**	-	73%	*	-	-	-	-	*	74%	69%
Mathematics	2017	78%	78%	**73%**	*	72%	*	-	-	-	-	*	73%	78%
	2016	75%	76%	**68%**	-	67%	*	-	-	-	-	*	67%	65%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**69%**	*	69%	*	-	-	-	*	*	69%	70%
	2016	75%	76%	**71%**	86%	69%	100%	-	-	-	-	*	70%	64%
Mathematics	2017	76%	76%	**66%**	*	66%	*	-	-	-	*	*	67%	61%
	2016	73%	74%	**62%**	*	65%	*	-	-	-	-	*	61%	62%
Writing	2017	65%	66%	**67%**	*	69%	*	-	-	-	*	*	67%	73%
	2016	69%	70%	**67%**	*	65%	*	-	-	-	-	*	65%	55%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**69%**	80%	69%	60%	-	-	-	*	33%	69%	70%
	2016	75%	72%	**69%**	63%	68%	86%	-	-	-	-	53%	68%	63%
Reading	2017	72%	67%	**70%**	*	69%	*	-	-	-	*	37%	69%	69%
	2016	73%	68%	**72%**	86%	71%	89%	-	-	-	-	54%	72%	67%
Mathematics	2017	79%	77%	**70%**	*	69%	*	-	-	-	*	32%	70%	69%
	2016	76%	76%	**65%**	*	66%	78%	-	-	-	-	46%	65%	63%
Writing	2017	67%	66%	**67%**	*	69%	*	-	-	-	*	*	67%	73%
	2016	69%	68%	**67%**	*	65%	*	-	-	-	-	*	65%	55%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**25%**	*	25%	*	-	-	-	*	26%	25%	25%
	2016	45%	39%	**23%**	*	23%	*	-	-	-	-	*	20%	23%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 683
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**34%**	*	33%	*	-	-	-	*	26%	32%	36%
	2016	46%	38%	**35%**	*	35%	56%	-	-	-	-	*	32%	33%
Mathematics	2017	48%	41%	**34%**	*	34%	*	-	-	-	*	32%	34%	34%
	2016	43%	38%	**28%**	*	28%	*	-	-	-	-	*	26%	27%
Writing	2017	38%	33%	**27%**	*	27%	*	-	-	-	*	*	29%	38%
	2016	41%	36%	**29%**	*	29%	*	-	-	-	-	*	27%	22%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**14%**	*	13%	*	-	-	-	*	22%	13%	14%
	2016	18%	14%	**13%**	*	13%	32%	-	-	-	-	*	11%	12%
Reading	2017	19%	14%	**13%**	*	12%	*	-	-	-	*	*	11%	13%
	2016	17%	12%	**17%**	*	15%	56%	-	-	-	-	*	13%	15%
Mathematics	2017	23%	17%	**18%**	*	18%	*	-	-	-	*	32%	18%	18%
	2016	19%	14%	**11%**	*	11%	*	-	-	-	-	*	11%	12%
Writing	2017	12%	8%	**6%**	*	6%	*	-	-	-	*	*	6%	9%
	2016	15%	12%	**9%**	*	9%	*	-	-	-	-	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**57%**	*	58%	*	-	-	-	*	*	58%	61%
	2016	62%	62%	**55%**	*	55%	*	-	-	-	-	*	54%	57%
Reading	2017	59%	57%	**54%**	*	55%	*	-	-	-	*	*	54%	65%
	2016	60%	61%	**61%**	*	60%	*	-	-	-	-	*	59%	58%
Mathematics	2017	64%	59%	**60%**	*	61%	*	-	-	-	*	*	62%	56%
	2016	63%	63%	**48%**	*	51%	*	-	-	-	-	*	50%	55%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 683
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**22%**	*	23%	*	-	-	-	*	*	22%	25%
	2016	17%	16%	**15%**	*	17%	*	-	-	-	-	*	15%	20%
Reading	2017	17%	16%	**20%**	*	21%	*	-	-	-	*	*	19%	25%
	2016	16%	16%	**19%**	*	20%	*	-	-	-	-	*	17%	25%
Mathematics	2017	20%	16%	**24%**	*	26%	*	-	-	-	*	*	25%	25%
	2016	17%	15%	**12%**	*	13%	*	-	-	-	-	*	13%	15%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**32%**	*	33%	-	-	-	-	-	*	33%	*

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 683
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**69%**	72%	-	72%	-	-	-	-	-	50%	72%	70%
	2016	75%	72%	**69%**	66%	*	66%	-	-	-	-	-	37%	66%	63%
Reading	2017	72%	67%	**70%**	72%	-	72%	-	-	-	-	-	46%	72%	69%
	2016	73%	68%	**72%**	71%	*	70%	-	-	-	-	-	*	71%	67%
Mathematics	2017	79%	77%	**70%**	71%	-	71%	-	-	-	-	-	54%	71%	69%
	2016	76%	76%	**65%**	66%	*	66%	-	-	-	-	-	*	66%	63%
Writing	2017	67%	66%	**67%**	75%	-	75%	-	-	-	-	-	*	75%	73%
	2016	69%	68%	**67%**	54%	-	54%	-	-	-	-	-	*	54%	55%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**25%**	27%	-	27%	-	-	-	-	-	*	27%	25%
	2016	45%	39%	**23%**	22%	*	22%	-	-	-	-	-	*	22%	23%
Reading	2017	48%	41%	**34%**	39%	-	39%	-	-	-	-	-	*	39%	36%
	2016	46%	38%	**35%**	34%	*	34%	-	-	-	-	-	*	34%	33%
Mathematics	2017	48%	41%	**34%**	35%	-	35%	-	-	-	-	-	*	35%	34%
	2016	43%	38%	**28%**	27%	*	26%	-	-	-	-	-	*	27%	27%
Writing	2017	38%	33%	**27%**	42%	-	42%	-	-	-	-	-	*	42%	38%
	2016	41%	36%	**29%**	19%	-	19%	-	-	-	-	-	*	19%	22%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**14%**	15%	-	15%	-	-	-	-	-	*	15%	14%
	2016	18%	14%	**13%**	12%	*	12%	-	-	-	-	-	*	12%	12%
Reading	2017	19%	14%	**13%**	15%	-	15%	-	-	-	-	-	*	15%	13%
	2016	17%	12%	**17%**	15%	*	15%	-	-	-	-	-	*	15%	15%
Mathematics	2017	23%	17%	**18%**	19%	-	19%	-	-	-	-	-	*	19%	18%
	2016	19%	14%	**11%**	12%	*	12%	-	-	-	-	-	*	12%	12%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 683
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**6%**	10%	-	10%	-	-	-	-	-	*	10%	9%
	2016	15%	12%	**9%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**57%**	60%	-	60%	-	-	-	-	-	*	60%	61%
	2016	62%	62%	**55%**	56%	-	56%	-	-	-	-	-	*	56%	56%
Reading	2017	59%	57%	**54%**	66%	-	66%	-	-	-	-	-	*	66%	66%
	2016	60%	61%	**61%**	57%	-	57%	-	-	-	-	-	*	57%	58%
Mathematics	2017	64%	59%	**60%**	54%	-	54%	-	-	-	-	-	*	54%	55%
	2016	63%	63%	**48%**	55%	-	55%	-	-	-	-	-	*	55%	54%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**22%**	26%	-	26%	-	-	-	-	-	*	26%	25%
	2016	17%	16%	**15%**	19%	-	19%	-	-	-	-	-	*	19%	20%
Reading	2017	17%	16%	**20%**	27%	-	27%	-	-	-	-	-	*	27%	25%
	2016	16%	16%	**19%**	26%	-	26%	-	-	-	-	-	*	26%	25%
Mathematics	2017	20%	16%	**24%**	25%	-	25%	-	-	-	-	-	*	25%	25%
	2016	17%	15%	**12%**	13%	-	13%	-	-	-	-	-	*	13%	15%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**32%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 683
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**93%**	100%	93%	100%	-	-	-	*	100%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	7%	0%	-	-	-	*	0%	5%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**88%**	100%	90%	59%	-	-	-	-	77%	87%	92%
Not Included in Accountability													
Mobile	4%	4%	**10%**	0%	9%	41%	-	-	-	-	23%	11%	5%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	-	-	-	0%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	95.1%	96.4%	94.7%	-	-	-	*	93.5%	96.4%	96.9%
2014-15	95.7%	95.3%	**96.9%**	95.0%	97.1%	95.3%	*	-	-	*	95.0%	96.9%	97.5%

District Name: PASADENA ISD
Campus Name: MAE SMYTHE EL
Campus Number: 101917117

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 683
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	683	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	56	8.2%	4.2%	4.2%
Kindergarten	116	17.0%	6.5%	7.0%
Grade 1	122	17.9%	7.6%	7.4%
Grade 2	132	19.3%	8.0%	7.6%
Grade 3	126	18.4%	7.7%	7.7%
Grade 4	131	19.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	24	3.5%	7.6%	12.6%
Hispanic	636	93.1%	82.7%	52.4%
White	21	3.1%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	586	85.8%	77.8%	59.0%
Non-Educationally Disadvantaged	97	14.2%	22.2%	41.0%
English Language Learners (ELL)	363	53.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	497	72.8%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	18.0%	47.0%	44.5%
Students with Physical Disabilities	21	42.0%	16.5%	21.9%
Students with Autism	9	18.0%	19.1%	12.5%
Students with Behavioral Disabilities	11	22.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	112	18.5%	15.5%	16.2%
By Ethnicity:				
African American	8	1.3%		
Hispanic	91	15.1%		
White	12	2.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	14.3%	9.5%	3.8%	23.1%	13.5%	6.8%
Grade 2	6.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	2.3%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.2	17.3	18.8
Grade 1	15.8	18.2	18.8
Grade 2	14.4	18.3	18.9
Grade 3	17.0	18.3	19.0
Grade 4	15.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	67.9	100.0%	100.0%	100.0%
Professional Staff:	56.0	82.5%	60.0%	64.0%
Teachers	47.2	69.5%	47.3%	50.0%
Professional Support	6.9	10.1%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.9%	2.4%	2.9%
Educational Aides:	11.9	17.5%	11.2%	9.6%
Total Minority Staff:	44.6	65.7%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.1	8.6%	9.4%	10.2%
Hispanic	21.8	46.2%	34.6%	26.6%
White	18.3	38.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.0	6.4%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.3	11.1%	23.8%	23.7%
Females	41.9	88.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.2	0.4%	1.0%	1.2%
Bachelors	40.2	85.3%	78.0%	74.5%
Masters	6.7	14.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	9.9	21.0%	7.3%	7.8%
1-5 Years Experience	13.2	27.9%	35.5%	28.0%
6-10 Years Experience	11.3	24.0%	23.5%	20.9%
11-20 Years Experience	10.7	22.8%	23.9%	27.8%
Over 20 Years Experience	2.0	4.3%	9.9%	15.5%
Number of Students per Teacher	14.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	31.0	20.4	19.5
Average Years Experience of Principals with District	18.0	19.3	12.2
Average Years Experience of Assistant Principals	26.0	15.3	15.7
Average Years Experience of Assistant Principals with District	25.0	13.7	10.1
Average Years Experience of Teachers:	7.8	9.2	10.9
Average Years Experience of Teachers with District:	6.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,156	$50,819	$46,199
1-5 Years Experience	$51,827	$52,776	$48,779
6-10 Years Experience	$53,313	$54,387	$51,184
11-20 Years Experience	$49,610	$54,825	$54,396
Over 20 Years Experience	$63,628	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,040	$54,351	$52,525
Professional Support	$65,102	$70,369	$61,728
Campus Administration (School Leadership)	$95,395	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	338	49.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	16	2.3%	5.0%	7.8%
Special Education	50	7.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	18.4	39.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	23.3	49.4%	62.9%	72.8%
Special Education	5.5	11.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH HOUSTON EL**

Campus Number: **101917118**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**69%**	*	68%	*	-	*	-	-	*	65%	70%
	2016	73%	74%	**82%**	-	82%	-	-	-	-	-	*	81%	81%
Mathematics	2017	78%	78%	**73%**	*	73%	*	-	*	-	-	44%	70%	80%
	2016	75%	76%	**87%**	-	87%	-	-	-	-	-	56%	87%	96%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**65%**	*	65%	*	-	-	-	-	*	65%	73%
	2016	75%	76%	**69%**	*	70%	*	-	-	-	-	*	70%	70%
Mathematics	2017	76%	76%	**72%**	*	73%	*	-	-	-	-	*	73%	86%
	2016	73%	74%	**75%**	*	75%	*	-	-	-	-	40%	77%	75%
Writing	2017	65%	66%	**61%**	*	61%	*	-	-	-	-	*	62%	70%
	2016	69%	70%	**70%**	*	71%	*	-	-	-	-	*	70%	70%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**68%**	*	68%	100%	-	*	-	-	23%	67%	76%
	2016	75%	72%	**76%**	67%	77%	*	-	-	-	-	37%	77%	79%
Reading	2017	72%	67%	**67%**	*	67%	*	-	*	-	-	21%	65%	71%
	2016	73%	68%	**75%**	*	76%	*	-	-	-	-	33%	75%	76%
Mathematics	2017	79%	77%	**73%**	*	73%	*	-	*	-	-	29%	71%	83%
	2016	76%	76%	**81%**	*	81%	*	-	-	-	-	46%	82%	85%
Writing	2017	67%	66%	**61%**	*	61%	*	-	-	-	-	*	62%	70%
	2016	69%	68%	**70%**	*	71%	*	-	-	-	-	*	70%	70%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**30%**	*	29%	*	-	*	-	-	*	27%	34%
	2016	45%	39%	**32%**	*	32%	*	-	-	-	-	*	32%	36%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**34%**	*	34%	*	-	*	-	-	*	33%	38%
	2016	46%	38%	**38%**	*	39%	*	-	-	-	-	*	37%	39%
Mathematics	2017	48%	41%	**40%**	*	40%	*	-	*	-	-	*	38%	48%
	2016	43%	38%	**37%**	*	37%	*	-	-	-	-	*	38%	42%
Writing	2017	38%	33%	**36%**	*	36%	*	-	-	-	-	*	34%	43%
	2016	41%	36%	**37%**	*	38%	*	-	-	-	-	*	39%	45%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	*	16%	*	-	*	-	-	*	15%	19%
	2016	18%	14%	**18%**	*	19%	*	-	-	-	-	10%	18%	20%
Reading	2017	19%	14%	**22%**	*	22%	*	-	*	-	-	*	19%	22%
	2016	17%	12%	**20%**	*	21%	*	-	-	-	-	*	20%	21%
Mathematics	2017	23%	17%	**17%**	*	17%	*	-	*	-	-	*	15%	22%
	2016	19%	14%	**20%**	*	20%	*	-	-	-	-	*	20%	22%
Writing	2017	12%	8%	**4%**	*	5%	*	-	-	-	-	*	*	*
	2016	15%	12%	**10%**	*	11%	*	-	-	-	-	*	11%	14%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**51%**	*	51%	-	-	-	-	-	*	51%	59%
	2016	62%	62%	**37%**	*	37%	*	-	-	-	-	*	37%	38%
Reading	2017	59%	57%	**50%**	*	50%	-	-	-	-	-	*	49%	58%
	2016	60%	61%	**41%**	*	40%	*	-	-	-	-	*	39%	41%
Mathematics	2017	64%	59%	**52%**	*	52%	-	-	-	-	-	*	53%	61%
	2016	63%	63%	**34%**	*	34%	*	-	-	-	-	*	35%	35%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**22%**	*	23%	-	-	-	-	-	*	21%	28%
	2016	17%	16%	**14%**	*	14%	*	-	-	-	-	*	14%	17%
Reading	2017	17%	16%	**24%**	*	24%	-	-	-	-	-	*	22%	31%
	2016	16%	16%	**19%**	*	20%	*	-	-	-	-	*	21%	25%
Mathematics	2017	20%	16%	**21%**	*	21%	-	-	-	-	-	*	21%	25%
	2016	17%	15%	**8%**	*	8%	*	-	-	-	-	*	8%	9%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 685
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**68%**	79%	-	79%	-	-	-	-	-	48%	79%	76%
	2016	75%	72%	**76%**	81%	-	81%	-	-	-	-	-	48%	81%	79%
Reading	2017	72%	67%	**67%**	74%	-	74%	-	-	-	-	-	47%	74%	71%
	2016	73%	68%	**75%**	78%	-	78%	-	-	-	-	-	50%	78%	76%
Mathematics	2017	79%	77%	**73%**	85%	-	85%	-	-	-	-	-	65%	85%	83%
	2016	76%	76%	**81%**	88%	-	88%	-	-	-	-	-	50%	88%	85%
Writing	2017	67%	66%	**61%**	77%	-	77%	-	-	-	-	-	*	77%	70%
	2016	69%	68%	**70%**	73%	-	73%	-	-	-	-	-	*	73%	70%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**30%**	36%	-	36%	-	-	-	-	-	*	36%	34%
	2016	45%	39%	**32%**	37%	-	37%	-	-	-	-	-	*	37%	36%
Reading	2017	48%	41%	**34%**	37%	-	37%	-	-	-	-	-	47%	37%	38%
	2016	46%	38%	**38%**	40%	-	40%	-	-	-	-	-	*	40%	39%
Mathematics	2017	48%	41%	**40%**	51%	-	51%	-	-	-	-	-	*	51%	48%
	2016	43%	38%	**37%**	44%	-	44%	-	-	-	-	-	*	44%	42%
Writing	2017	38%	33%	**36%**	47%	-	47%	-	-	-	-	-	*	47%	43%
	2016	41%	36%	**37%**	49%	-	49%	-	-	-	-	-	*	49%	45%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	20%	-	20%	-	-	-	-	-	*	20%	19%
	2016	18%	14%	**18%**	21%	-	21%	-	-	-	-	-	*	21%	20%
Reading	2017	19%	14%	**22%**	23%	-	23%	-	-	-	-	-	*	23%	22%
	2016	17%	12%	**20%**	22%	-	22%	-	-	-	-	-	*	22%	21%
Mathematics	2017	23%	17%	**17%**	24%	-	24%	-	-	-	-	-	*	24%	22%
	2016	19%	14%	**20%**	22%	-	22%	-	-	-	-	-	*	22%	22%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 685
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**4%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**10%**	15%	-	15%	-	-	-	-	-	*	15%	14%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**51%**	61%	-	61%	-	-	-	-	-	*	61%	60%
	2016	62%	62%	**37%**	38%	-	38%	-	-	-	-	-	*	38%	38%
Reading	2017	59%	57%	**50%**	60%	-	60%	-	-	-	-	-	*	60%	58%
	2016	60%	61%	**41%**	39%	-	39%	-	-	-	-	-	*	39%	40%
Mathematics	2017	64%	59%	**52%**	63%	-	63%	-	-	-	-	-	*	63%	61%
	2016	63%	63%	**34%**	36%	-	36%	-	-	-	-	-	*	36%	36%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**22%**	31%	-	31%	-	-	-	-	-	*	31%	29%
	2016	17%	16%	**14%**	16%	-	16%	-	-	-	-	-	*	16%	17%
Reading	2017	17%	16%	**24%**	35%	-	35%	-	-	-	-	-	*	35%	32%
	2016	16%	16%	**19%**	25%	-	25%	-	-	-	-	-	*	25%	25%
Mathematics	2017	20%	16%	**21%**	28%	-	28%	-	-	-	-	-	*	28%	26%
	2016	17%	15%	**8%**	8%	-	8%	-	-	-	-	-	*	8%	9%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	-	99%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	100%	-	*	-	-	92%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	0%	-	*	-	-	3%	3%	3%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	*	-	-	4%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	-	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	-	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**94%**	100%	93%	*	-	-	-	-	94%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	0%	5%	*	-	-	-	-	6%	5%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	*	-	-	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	*	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	93.3%	96.2%	92.8%	-	*	-	*	95.1%	96.2%	96.6%
2014-15	95.7%	95.3%	**96.1%**	*	96.2%	*	-	*	-	*	95.5%	96.1%	96.9%

District Name: PASADENA ISD
Campus Name: SOUTH HOUSTON EL
Campus Number: 101917118

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 685
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	685	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	4	0.6%	0.3%	0.3%
Pre-Kindergarten	70	10.2%	4.2%	4.2%
Kindergarten	92	13.4%	6.5%	7.0%
Grade 1	137	20.0%	7.6%	7.4%
Grade 2	130	19.0%	8.0%	7.6%
Grade 3	135	19.7%	7.7%	7.7%
Grade 4	117	17.1%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	8	1.2%	7.6%	12.6%
Hispanic	662	96.6%	82.7%	52.4%
White	13	1.9%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	611	89.2%	77.8%	59.0%
Non-Educationally Disadvantaged	74	10.8%	22.2%	41.0%
English Language Learners (ELL)	428	62.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	511	74.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	67			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	23.9%	47.0%	44.5%
Students with Physical Disabilities	37	55.2%	16.5%	21.9%
Students with Autism	6	9.0%	19.1%	12.5%
Students with Behavioral Disabilities	8	11.9%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	53	9.9%	15.5%	16.2%
By Ethnicity:				
African American	3	0.6%		
Hispanic	48	9.0%		
White	2	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	7.2%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	12.5%	8.5%	2.4%	5.6%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.0	17.3	18.8
Grade 1	19.7	18.2	18.8
Grade 2	14.7	18.3	18.9
Grade 3	18.5	18.3	19.0
Grade 4	14.2	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.6	100.0%	100.0%	100.0%
Professional Staff:	56.4	77.7%	60.0%	64.0%
Teachers	47.0	64.7%	47.3%	50.0%
Professional Support	7.4	10.2%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.4%	2.9%
Educational Aides:	16.2	22.3%	11.2%	9.6%
Total Minority Staff:	58.5	80.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	9.4%	10.2%
Hispanic	32.9	70.0%	34.6%	26.6%
White	11.1	23.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.1%	1.1%	1.1%
Males	3.0	6.4%	23.8%	23.7%
Females	44.0	93.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	1.0%	1.2%
Bachelors	40.0	85.1%	78.0%	74.5%
Masters	6.0	12.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.0	12.7%	7.3%	7.8%
1-5 Years Experience	12.0	25.5%	35.5%	28.0%
6-10 Years Experience	8.0	17.0%	23.5%	20.9%
11-20 Years Experience	14.9	31.8%	23.9%	27.8%
Over 20 Years Experience	6.1	13.0%	9.9%	15.5%
Number of Students per Teacher	14.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	20.4	19.5
Average Years Experience of Principals with District	13.0	19.3	12.2
Average Years Experience of Assistant Principals	14.0	15.3	15.7
Average Years Experience of Assistant Principals with District	14.0	13.7	10.1
Average Years Experience of Teachers:	10.5	9.2	10.9
Average Years Experience of Teachers with District:	8.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,676	$50,819	$46,199
1-5 Years Experience	$52,640	$52,776	$48,779
6-10 Years Experience	$52,481	$54,387	$51,184
11-20 Years Experience	$55,107	$54,825	$54,396
Over 20 Years Experience	$63,056	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,865	$54,351	$52,525
Professional Support	$61,864	$70,369	$61,728
Campus Administration (School Leadership)	$87,415	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	400	58.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	13	1.9%	5.0%	7.8%
Special Education	67	9.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	24.2	51.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	17.8	37.8%	62.9%	72.8%
Special Education	5.0	10.7%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH SHAVER EL**

Campus Number: **101917119**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**86%**	*	87%	*	*	-	-	-	*	85%	86%
	2016	73%	74%	**67%**	*	67%	*	*	-	-	*	*	68%	68%
Mathematics	2017	78%	78%	**86%**	*	87%	*	*	-	-	-	*	85%	92%
	2016	75%	76%	**66%**	*	68%	*	*	-	-	*	*	66%	71%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**58%**	*	60%	*	-	-	-	*	*	59%	61%
	2016	75%	76%	**76%**	*	77%	*	-	-	-	-	*	76%	73%
Mathematics	2017	76%	76%	**68%**	*	69%	*	-	-	-	*	*	68%	71%
	2016	73%	74%	**76%**	*	75%	83%	-	-	-	-	100%	74%	72%
Writing	2017	65%	66%	**54%**	*	56%	*	-	-	-	*	*	54%	58%
	2016	69%	70%	**67%**	*	67%	*	-	-	-	-	*	67%	71%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**71%**	33%	72%	50%	*	-	-	*	30%	71%	74%
	2016	75%	72%	**70%**	65%	71%	68%	*	-	-	*	47%	70%	71%
Reading	2017	72%	67%	**72%**	*	74%	*	*	-	-	*	42%	73%	74%
	2016	73%	68%	**71%**	*	72%	67%	*	-	-	*	47%	71%	71%
Mathematics	2017	79%	77%	**77%**	*	78%	*	*	-	-	*	*	77%	82%
	2016	76%	76%	**71%**	71%	71%	78%	*	-	-	*	53%	70%	71%
Writing	2017	67%	66%	**54%**	*	56%	*	-	-	-	*	*	54%	58%
	2016	69%	68%	**67%**	*	67%	*	-	-	-	-	*	67%	71%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**32%**	*	33%	*	*	-	-	*	*	32%	29%
	2016	45%	39%	**21%**	*	21%	*	*	-	-	*	*	21%	16%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**37%**	*	38%	*	*	-	-	*	*	38%	36%
	2016	46%	38%	**31%**	*	30%	*	*	-	-	*	*	31%	26%
Mathematics	2017	48%	41%	**40%**	*	41%	*	*	-	-	*	*	39%	36%
	2016	43%	38%	**24%**	*	23%	*	*	-	-	*	*	25%	17%
Writing	2017	38%	33%	**27%**	*	30%	*	-	-	-	*	*	29%	23%
	2016	41%	36%	**28%**	*	30%	*	-	-	-	-	*	28%	26%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**25%**	*	26%	*	*	-	-	*	*	26%	29%
	2016	18%	14%	**17%**	*	17%	*	*	-	-	*	*	17%	18%
Reading	2017	19%	14%	**27%**	*	27%	*	*	-	-	*	*	27%	30%
	2016	17%	12%	**21%**	*	20%	*	*	-	-	*	*	21%	21%
Mathematics	2017	23%	17%	**31%**	*	32%	*	*	-	-	*	*	31%	36%
	2016	19%	14%	**14%**	*	14%	*	*	-	-	*	*	15%	15%
Writing	2017	12%	8%	**10%**	*	11%	*	-	-	-	*	*	11%	14%
	2016	15%	12%	**13%**	*	14%	*	-	-	-	-	*	14%	15%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**65%**	*	66%	*	-	-	-	*	*	66%	71%
	2016	62%	62%	**68%**	*	70%	*	-	-	-	-	*	69%	69%
Reading	2017	59%	57%	**62%**	*	62%	*	-	-	-	*	*	64%	66%
	2016	60%	61%	**76%**	*	78%	*	-	-	-	-	*	77%	75%
Mathematics	2017	64%	59%	**68%**	*	69%	*	-	-	-	*	*	68%	76%
	2016	63%	63%	**60%**	*	62%	*	-	-	-	-	*	61%	63%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 712
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**34%**	*	36%	*	-	-	-	*	*	36%	41%
	2016	17%	16%	**31%**	*	32%	*	-	-	-	-	*	31%	34%
Reading	2017	17%	16%	**28%**	*	30%	*	-	-	-	*	*	30%	33%
	2016	16%	16%	**33%**	*	33%	*	-	-	-	-	*	35%	35%
Mathematics	2017	20%	16%	**41%**	*	42%	*	-	-	-	*	*	42%	48%
	2016	17%	15%	**28%**	*	30%	*	-	-	-	-	*	28%	33%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**57%**	*	63%	*	-	-	-	-	*	56%	67%
Mathematics	2017	43%	44%	**26%**	*	*	*	-	-	-	*	*	27%	*

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**71%**	76%	-	76%	-	-	-	-	-	65%	76%	74%
	2016	75%	72%	**70%**	70%	-	70%	-	-	-	-	-	77%	70%	71%
Reading	2017	72%	67%	**72%**	75%	-	75%	-	-	-	-	-	68%	75%	74%
	2016	73%	68%	**71%**	69%	-	69%	-	-	-	-	-	78%	69%	71%
Mathematics	2017	79%	77%	**77%**	84%	-	84%	-	-	-	-	-	72%	84%	82%
	2016	76%	76%	**71%**	71%	-	71%	-	-	-	-	-	74%	71%	71%
Writing	2017	67%	66%	**54%**	60%	-	60%	-	-	-	-	-	46%	60%	58%
	2016	69%	68%	**67%**	69%	-	69%	-	-	-	-	-	86%	69%	71%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**32%**	30%	-	30%	-	-	-	-	-	28%	30%	29%
	2016	45%	39%	**21%**	14%	-	14%	-	-	-	-	-	22%	14%	16%
Reading	2017	48%	41%	**37%**	35%	-	35%	-	-	-	-	-	40%	35%	36%
	2016	46%	38%	**31%**	26%	-	26%	-	-	-	-	-	26%	26%	26%
Mathematics	2017	48%	41%	**40%**	40%	-	40%	-	-	-	-	-	28%	40%	36%
	2016	43%	38%	**24%**	15%	-	15%	-	-	-	-	-	22%	15%	17%
Writing	2017	38%	33%	**27%**	27%	-	27%	-	-	-	-	-	*	27%	23%
	2016	41%	36%	**28%**	25%	-	25%	-	-	-	-	-	*	25%	26%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**25%**	33%	-	33%	-	-	-	-	-	13%	33%	29%
	2016	18%	14%	**17%**	20%	-	20%	-	-	-	-	-	*	20%	18%
Reading	2017	19%	14%	**27%**	33%	-	33%	-	-	-	-	-	*	33%	30%
	2016	17%	12%	**21%**	22%	-	22%	-	-	-	-	-	*	22%	21%
Mathematics	2017	23%	17%	**31%**	40%	-	40%	-	-	-	-	-	*	40%	36%
	2016	19%	14%	**14%**	18%	-	18%	-	-	-	-	-	*	18%	15%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 712
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**10%**	17%	-	17%	-	-	-	-	-	*	17%	14%
	2016	15%	12%	**13%**	17%	-	17%	-	-	-	-	-	*	17%	15%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**65%**	74%	-	74%	-	-	-	-	-	*	74%	72%
	2016	62%	62%	**68%**	69%	-	69%	-	-	-	-	-	*	69%	68%
Reading	2017	59%	57%	**62%**	71%	-	71%	-	-	-	-	-	*	71%	67%
	2016	60%	61%	**76%**	74%	-	74%	-	-	-	-	-	*	74%	75%
Mathematics	2017	64%	59%	**68%**	77%	-	77%	-	-	-	-	-	*	77%	76%
	2016	63%	63%	**60%**	65%	-	65%	-	-	-	-	-	*	65%	62%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**34%**	45%	-	45%	-	-	-	-	-	*	45%	41%
	2016	17%	16%	**31%**	35%	-	35%	-	-	-	-	-	*	35%	34%
Reading	2017	17%	16%	**28%**	38%	-	38%	-	-	-	-	-	*	38%	33%
	2016	16%	16%	**33%**	33%	-	33%	-	-	-	-	-	*	33%	34%
Mathematics	2017	20%	16%	**41%**	52%	-	52%	-	-	-	-	-	*	52%	49%
	2016	17%	15%	**28%**	36%	-	36%	-	-	-	-	-	*	36%	33%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**57%**	*	-	*	-	-	-	-	-	*	*	67%
Mathematics	2017	43%	44%	**26%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 712
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	95%	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**89%**	95%	90%	71%	*	-	-	*	75%	90%	95%
Not Included in Accountability													
Mobile	4%	4%	**9%**	0%	10%	12%	*	-	-	*	18%	9%	4%
Other Exclusions	1%	2%	**1%**	0%	0%	18%	*	-	-	*	7%	1%	1%
Not Tested	1%	1%	**0%**	5%	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	5%	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**92%**	71%	94%	81%	*	-	-	*	89%	92%	96%
Not Included in Accountability													
Mobile	4%	4%	**7%**	29%	6%	19%	*	-	-	*	11%	7%	3%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	*	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.4%**	96.3%	96.6%	92.2%	*	-	-	*	93.4%	96.6%	97.6%
2014-15	95.7%	95.3%	**96.1%**	94.9%	96.1%	95.3%	*	-	-	*	94.5%	96.1%	96.9%

District Name: PASADENA ISD
Campus Name: SOUTH SHAVER EL
Campus Number: 101917119

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 712
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	712	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	7	1.0%	0.3%	0.3%
Pre-Kindergarten	114	16.0%	4.2%	4.2%
Kindergarten	119	16.7%	6.5%	7.0%
Grade 1	111	15.6%	7.6%	7.4%
Grade 2	126	17.7%	8.0%	7.6%
Grade 3	119	16.7%	7.7%	7.7%
Grade 4	116	16.3%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	22	3.1%	7.6%	12.6%
Hispanic	667	93.7%	82.7%	52.4%
White	20	2.8%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	657	92.3%	77.8%	59.0%
Non-Educationally Disadvantaged	55	7.7%	22.2%	41.0%
English Language Learners (ELL)	396	55.6%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	493	69.2%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	47.0%	44.5%
Students with Physical Disabilities	17	34.7%	16.5%	21.9%
Students with Autism	25	51.0%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	103	18.0%	15.5%	16.2%
By Ethnicity:				
African American	9	1.6%		
Hispanic	82	14.3%		
White	12	2.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	13.0%	9.5%	3.8%	33.3%	13.5%	6.8%
Grade 2	13.2%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	6.8%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.9%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.3	17.3	18.8
Grade 1	18.3	18.2	18.8
Grade 2	14.3	18.3	18.9
Grade 3	18.9	18.3	19.0
Grade 4	18.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	71.6	100.0%	100.0%	100.0%
Professional Staff:	54.8	76.6%	60.0%	64.0%
Teachers	45.3	63.2%	47.3%	50.0%
Professional Support	7.5	10.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.4%	2.9%
Educational Aides:	16.8	23.4%	11.2%	9.6%
Total Minority Staff:	48.2	67.4%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.1%	9.4%	10.2%
Hispanic	26.0	57.4%	34.6%	26.6%
White	17.2	38.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.2%	1.1%	1.1%
Males	2.2	4.9%	23.8%	23.7%
Females	43.0	95.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	38.2	84.5%	78.0%	74.5%
Masters	7.0	15.5%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.6%	7.3%	7.8%
1-5 Years Experience	13.0	28.7%	35.5%	28.0%
6-10 Years Experience	12.0	26.6%	23.5%	20.9%
11-20 Years Experience	11.3	24.9%	23.9%	27.8%
Over 20 Years Experience	6.0	13.2%	9.9%	15.5%
Number of Students per Teacher	15.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	20.4	19.5
Average Years Experience of Principals with District	20.0	19.3	12.2
Average Years Experience of Assistant Principals	26.0	15.3	15.7
Average Years Experience of Assistant Principals with District	26.0	13.7	10.1
Average Years Experience of Teachers:	10.1	9.2	10.9
Average Years Experience of Teachers with District:	7.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,859	$50,819	$46,199
1-5 Years Experience	$52,304	$52,776	$48,779
6-10 Years Experience	$53,061	$54,387	$51,184
11-20 Years Experience	$52,482	$54,825	$54,396
Over 20 Years Experience	$64,204	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,700	$54,351	$52,525
Professional Support	$64,466	$70,369	$61,728
Campus Administration (School Leadership)	$91,355	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	361	50.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	18	2.5%	5.0%	7.8%
Special Education	49	6.9%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	19.1	42.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	21.1	46.6%	62.9%	72.8%
Special Education	5.1	11.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **WILLIAMS ELEMENTARY**

Campus Number: **101917120**

2017 Accountability Rating: **Improvement Required**

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District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 656
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**66%**	*	65%	*	-	-	-	*	45%	63%	62%
	2016	73%	74%	**62%**	*	60%	*	-	-	-	-	60%	60%	67%
Mathematics	2017	78%	78%	**62%**	*	61%	*	-	-	-	*	*	60%	65%
	2016	75%	76%	**60%**	*	61%	*	-	-	-	-	70%	61%	71%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**54%**	*	54%	*	-	-	-	-	*	54%	42%
	2016	75%	76%	**63%**	*	61%	*	-	-	-	-	*	62%	52%
Mathematics	2017	76%	76%	**51%**	*	50%	*	-	-	-	-	42%	51%	47%
	2016	73%	74%	**65%**	*	64%	*	-	-	-	-	67%	64%	62%
Writing	2017	65%	66%	**42%**	*	43%	*	-	-	-	-	*	43%	37%
	2016	69%	70%	**37%**	*	36%	*	-	-	-	-	*	34%	23%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2016	81%	76%	**68%**	*	68%	*	*	-	-	-	*	67%	62%
Mathematics	2016	86%	82%	**67%**	*	67%	*	*	-	-	-	*	66%	59%
Science	2016	74%	68%	**44%**	*	43%	*	*	-	-	-	*	42%	31%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**55%**	63%	54%	63%	-	-	-	*	36%	54%	51%
	2016	75%	72%	**58%**	53%	57%	82%	*	-	-	-	42%	57%	53%
Reading	2017	72%	67%	**60%**	71%	59%	*	-	-	-	*	39%	59%	53%
	2016	73%	68%	**64%**	71%	63%	90%	*	-	-	-	40%	63%	60%
Mathematics	2017	79%	77%	**56%**	86%	55%	*	-	-	-	*	35%	56%	57%
	2016	76%	76%	**64%**	*	64%	80%	*	-	-	-	55%	64%	64%

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 656
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Writing	2017	67%	66%	**42%**	*	43%	*	-	-	-	-	*	43%	37%
	2016	69%	68%	**37%**	*	36%	*	-	-	-	-	*	34%	23%
Science	2016	79%	76%	**44%**	*	43%	*	*	-	-	-	*	42%	31%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**24%**	*	23%	*	-	-	-	*	32%	23%	17%
	2016	45%	39%	**14%**	*	13%	50%	*	-	-	-	*	13%	7%
Reading	2017	48%	41%	**36%**	*	35%	*	-	-	-	*	32%	34%	25%
	2016	46%	38%	**26%**	*	25%	60%	*	-	-	-	*	24%	13%
Mathematics	2017	48%	41%	**30%**	*	30%	*	-	-	-	*	32%	29%	31%
	2016	43%	38%	**17%**	*	17%	*	*	-	-	-	*	17%	11%
Writing	2017	38%	33%	**18%**	*	17%	*	-	-	-	-	*	18%	*
	2016	41%	36%	**15%**	*	13%	*	-	-	-	-	*	13%	*
Science	2016	47%	43%	**7%**	*	5%	*	*	-	-	-	*	6%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**14%**	*	13%	*	-	-	-	*	*	13%	15%
	2016	18%	14%	**9%**	*	9%	29%	*	-	-	-	*	9%	8%
Reading	2017	19%	14%	**20%**	*	20%	*	-	-	-	*	*	19%	21%
	2016	17%	12%	**14%**	*	14%	*	*	-	-	-	*	14%	11%
Mathematics	2017	23%	17%	**13%**	*	13%	*	-	-	-	*	*	12%	16%
	2016	19%	14%	**9%**	*	8%	*	*	-	-	-	*	9%	12%
Writing	2017	12%	8%	*	*	*	*	-	-	-	-	*	*	*
	2016	15%	12%	*	*	*	*	-	-	-	-	*	*	*
Science	2016	16%	13%	*	*	*	*	*	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 656
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**48%**	*	48%	*	-	-	-	-	*	49%	47%
	2016	62%	62%	**57%**	*	57%	*	*	-	-	-	*	58%	60%
Reading	2017	59%	57%	**51%**	*	50%	*	-	-	-	-	*	51%	46%
	2016	60%	61%	**63%**	*	63%	*	*	-	-	-	*	63%	63%
Mathematics	2017	64%	59%	**46%**	*	46%	*	-	-	-	-	*	47%	48%
	2016	63%	63%	**52%**	*	52%	*	*	-	-	-	*	53%	56%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**18%**	*	18%	*	-	-	-	-	*	19%	21%
	2016	17%	16%	**18%**	*	18%	*	*	-	-	-	*	19%	23%
Reading	2017	17%	16%	**22%**	*	22%	*	-	-	-	-	*	23%	24%
	2016	16%	16%	**19%**	*	20%	*	*	-	-	-	*	21%	23%
Mathematics	2017	20%	16%	**14%**	*	14%	*	-	-	-	-	*	16%	19%
	2016	17%	15%	**16%**	*	16%	*	*	-	-	-	*	17%	22%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**19%**	*	21%	-	-	-	-	-	*	21%	*
	2016	35%	35%	**26%**	*	27%	*	-	-	-	-	*	25%	27%
Mathematics	2017	43%	44%	**20%**	*	15%	-	-	-	-	-	*	22%	*

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 656
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**55%**	52%	-	52%	-	-	-	-	-	49%	52%	51%
	2016	75%	72%	**58%**	52%	-	52%	-	-	-	-	-	63%	52%	53%
Reading	2017	72%	67%	**60%**	52%	-	52%	-	-	-	-	-	56%	52%	53%
	2016	73%	68%	**64%**	59%	-	59%	-	-	-	-	-	65%	59%	60%
Mathematics	2017	79%	77%	**56%**	59%	-	59%	-	-	-	-	-	44%	59%	57%
	2016	76%	76%	**64%**	63%	-	63%	-	-	-	-	-	74%	63%	64%
Writing	2017	67%	66%	**42%**	37%	-	37%	-	-	-	-	-	*	37%	37%
	2016	69%	68%	**37%**	21%	-	21%	-	-	-	-	-	*	21%	23%
Science	2016	79%	76%	**44%**	28%	-	28%	-	-	-	-	-	*	28%	31%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**24%**	18%	-	18%	-	-	-	-	-	*	18%	17%
	2016	45%	39%	**14%**	8%	-	8%	-	-	-	-	-	*	8%	7%
Reading	2017	48%	41%	**36%**	25%	-	25%	-	-	-	-	-	*	25%	25%
	2016	46%	38%	**26%**	14%	-	14%	-	-	-	-	-	*	14%	13%
Mathematics	2017	48%	41%	**30%**	31%	-	31%	-	-	-	-	-	31%	31%	31%
	2016	43%	38%	**17%**	10%	-	10%	-	-	-	-	-	*	10%	11%
Writing	2017	38%	33%	**18%**	*	-	*	-	-	-	-	-	*	*	*
	2016	41%	36%	**15%**	*	-	*	-	-	-	-	-	*	*	*
Science	2016	47%	43%	**7%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**14%**	15%	-	15%	-	-	-	-	-	*	15%	15%
	2016	18%	14%	**9%**	9%	-	9%	-	-	-	-	-	*	9%	8%
Reading	2017	19%	14%	**20%**	21%	-	21%	-	-	-	-	-	*	21%	21%
	2016	17%	12%	**14%**	12%	-	12%	-	-	-	-	-	*	12%	11%

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 656
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Mathematics	2017	23%	17%	**13%**	17%	-	17%	-	-	-	-	-	*	17%	16%
	2016	19%	14%	**9%**	13%	-	13%	-	-	-	-	-	*	13%	12%
Writing	2017	12%	8%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	*	*	-	*	-	-	-	-	-	*	*	*
Science	2016	16%	13%	*	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**48%**	46%	-	46%	-	-	-	-	-	*	46%	48%
	2016	62%	62%	**57%**	64%	-	64%	-	-	-	-	-	*	64%	62%
Reading	2017	59%	57%	**51%**	44%	-	44%	-	-	-	-	-	*	44%	46%
	2016	60%	61%	**63%**	66%	-	66%	-	-	-	-	-	*	66%	65%
Mathematics	2017	64%	59%	**46%**	48%	-	48%	-	-	-	-	-	*	48%	49%
	2016	63%	63%	**52%**	62%	-	62%	-	-	-	-	-	*	62%	58%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**18%**	23%	-	23%	-	-	-	-	-	*	23%	22%
	2016	17%	16%	**18%**	27%	-	27%	-	-	-	-	-	*	27%	26%
Reading	2017	17%	16%	**22%**	25%	-	25%	-	-	-	-	-	*	25%	25%
	2016	16%	16%	**19%**	27%	-	27%	-	-	-	-	-	*	27%	26%
Mathematics	2017	20%	16%	**14%**	21%	-	21%	-	-	-	-	-	*	21%	20%
	2016	17%	15%	**16%**	27%	-	27%	-	-	-	-	-	*	27%	25%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**19%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**26%**	27%	-	27%	-	-	-	-	-	*	27%	27%
Mathematics	2017	43%	44%	**20%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 656
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	100%	91%	-	*	-	*	100%	99%	100%
Included in Accountability	94%	94%	**95%**	100%	96%	73%	-	*	-	*	97%	95%	96%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	3%	18%	-	*	-	*	3%	4%	3%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	*	-	*	0%	1%	1%
Not Tested	1%	1%	**1%**	0%	0%	9%	-	*	-	*	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	9%	-	*	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	-	99%	100%	100%
Included in Accountability	94%	94%	**95%**	100%	95%	100%	*	-	-	-	92%	95%	96%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	4%	0%	*	-	-	-	7%	4%	2%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	-	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	-	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	-	1%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.8%**	93.6%	96.9%	95.2%	*	-	-	*	95.7%	96.9%	97.5%
2014-15	95.7%	95.3%	**96.8%**	95.6%	96.9%	95.5%	*	-	-	*	95.2%	96.8%	97.4%

District Name: PASADENA ISD
Campus Name: WILLIAMS ELEMENTARY
Campus Number: 101917120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 656
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	656	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	69	10.5%	4.2%	4.2%
Kindergarten	92	14.0%	6.5%	7.0%
Grade 1	102	15.5%	7.6%	7.4%
Grade 2	128	19.5%	8.0%	7.6%
Grade 3	129	19.7%	7.7%	7.7%
Grade 4	136	20.7%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	12	1.8%	7.6%	12.6%
Hispanic	625	95.3%	82.7%	52.4%
White	13	2.0%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	1	0.2%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	0.8%	0.7%	2.2%
Economically Disadvantaged	579	88.3%	77.8%	59.0%
Non-Educationally Disadvantaged	77	11.7%	22.2%	41.0%
English Language Learners (ELL)	344	52.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	414	63.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	29.8%	47.0%	44.5%
Students with Physical Disabilities	21	36.8%	16.5%	21.9%
Students with Autism	8	14.0%	19.1%	12.5%
Students with Behavioral Disabilities	11	19.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	74	10.4%	15.5%	16.2%
By Ethnicity:				
African American	3	0.4%		
Hispanic	66	9.3%		
White	5	0.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	0.0%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	0.9%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	17.3	18.8
Grade 1	15.7	18.2	18.8
Grade 2	20.5	18.3	18.9
Grade 3	21.8	18.3	19.0
Grade 4	18.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	66.4	100.0%	100.0%	100.0%
Professional Staff:	53.1	80.0%	60.0%	64.0%
Teachers	45.2	68.2%	47.3%	50.0%
Professional Support	5.9	8.9%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.0%	2.4%	2.9%
Educational Aides:	13.3	20.0%	11.2%	9.6%
Total Minority Staff:	44.0	66.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	6.1	13.5%	9.4%	10.2%
Hispanic	21.0	46.4%	34.6%	26.6%
White	16.1	35.7%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	4.4%	1.1%	1.1%
Males	7.1	15.8%	23.8%	23.7%
Females	38.1	84.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	2.0	4.4%	1.0%	1.2%
Bachelors	35.3	77.9%	78.0%	74.5%
Masters	8.0	17.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.6%	7.3%	7.8%
1-5 Years Experience	21.0	46.4%	35.5%	28.0%
6-10 Years Experience	15.1	33.4%	23.5%	20.9%
11-20 Years Experience	6.1	13.6%	23.9%	27.8%
Over 20 Years Experience	0.0	0.0%	9.9%	15.5%
Number of Students per Teacher	14.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	20.4	19.5
Average Years Experience of Principals with District	2.0	19.3	12.2
Average Years Experience of Assistant Principals	13.0	15.3	15.7
Average Years Experience of Assistant Principals with District	13.0	13.7	10.1
Average Years Experience of Teachers:	6.3	9.2	10.9
Average Years Experience of Teachers with District:	4.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,912	$50,819	$46,199
1-5 Years Experience	$52,426	$52,776	$48,779
6-10 Years Experience	$53,805	$54,387	$51,184
11-20 Years Experience	$52,084	$54,825	$54,396
Over 20 Years Experience	-	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,476	$54,351	$52,525
Professional Support	$63,827	$70,369	$61,728
Campus Administration (School Leadership)	$91,985	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	301	45.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	22	3.4%	5.0%	7.8%
Special Education	57	8.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	15.8	35.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	26.0	57.4%	62.9%	72.8%
Special Education	3.4	7.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MCMASTERS EL**

Campus Number: **101917122**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 458
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**75%**	-	76%	67%	-	-	-	-	*	75%	86%
	2016	73%	74%	**80%**	-	78%	100%	-	-	-	-	*	83%	75%
Mathematics	2017	78%	78%	**86%**	-	87%	78%	-	-	-	-	*	84%	83%
	2016	75%	76%	**93%**	-	93%	100%	-	-	-	-	*	92%	92%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**67%**	*	64%	100%	-	-	-	*	*	69%	61%
	2016	75%	76%	**69%**	*	69%	71%	-	-	-	-	*	68%	67%
Mathematics	2017	76%	76%	**74%**	*	72%	*	-	-	-	*	*	75%	65%
	2016	73%	74%	**73%**	*	75%	*	-	-	-	-	*	74%	79%
Writing	2017	65%	66%	**54%**	*	57%	*	-	-	-	*	*	57%	52%
	2016	69%	70%	**67%**	*	70%	*	-	-	-	-	*	66%	73%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**72%**	*	73%	73%	-	-	-	*	31%	73%	72%
	2016	75%	72%	**75%**	*	76%	71%	-	-	-	-	63%	75%	76%
Reading	2017	72%	67%	**71%**	*	71%	79%	-	-	-	*	*	72%	76%
	2016	73%	68%	**74%**	*	73%	83%	-	-	-	-	56%	74%	70%
Mathematics	2017	79%	77%	**81%**	*	81%	79%	-	-	-	*	*	80%	76%
	2016	76%	76%	**81%**	*	82%	75%	-	-	-	-	67%	81%	84%
Writing	2017	67%	66%	**54%**	*	57%	*	-	-	-	*	*	57%	52%
	2016	69%	68%	**67%**	*	70%	*	-	-	-	-	*	66%	73%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**42%**	*	41%	43%	-	-	-	*	*	40%	46%
	2016	45%	39%	**28%**	*	28%	*	-	-	-	-	*	27%	31%

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 458
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**49%**	*	49%	50%	-	-	-	*	*	48%	50%
	2016	46%	38%	**33%**	*	33%	*	-	-	-	-	*	32%	41%
Mathematics	2017	48%	41%	**53%**	*	53%	57%	-	-	-	*	*	51%	58%
	2016	43%	38%	**43%**	*	42%	58%	-	-	-	-	*	42%	45%
Writing	2017	38%	33%	**27%**	*	29%	*	-	-	-	*	*	27%	36%
	2016	41%	36%	**32%**	*	33%	*	-	-	-	-	*	30%	38%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**24%**	*	24%	24%	-	-	-	*	*	23%	27%
	2016	18%	14%	**19%**	*	19%	16%	-	-	-	-	*	17%	21%
Reading	2017	19%	14%	**26%**	*	27%	*	-	-	-	*	*	23%	31%
	2016	17%	12%	**16%**	*	18%	*	-	-	-	-	*	15%	21%
Mathematics	2017	23%	17%	**29%**	*	29%	36%	-	-	-	*	*	29%	31%
	2016	19%	14%	**22%**	*	21%	*	-	-	-	-	*	21%	23%
Writing	2017	12%	8%	**8%**	*	*	*	-	-	-	*	*	*	*
	2016	15%	12%	**18%**	*	18%	*	-	-	-	-	*	15%	18%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**52%**	*	50%	80%	-	-	-	*	*	53%	52%
	2016	62%	62%	**53%**	*	51%	*	-	-	-	-	*	51%	53%
Reading	2017	59%	57%	**56%**	*	54%	*	-	-	-	*	*	55%	61%
	2016	60%	61%	**59%**	*	57%	*	-	-	-	-	*	59%	65%
Mathematics	2017	64%	59%	**48%**	*	47%	*	-	-	-	*	*	52%	43%
	2016	63%	63%	**47%**	*	44%	*	-	-	-	-	*	44%	41%

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 458
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**22%**	*	20%	50%	-	-	-	*	*	22%	26%
	2016	17%	16%	**16%**	*	15%	*	-	-	-	-	*	15%	22%
Reading	2017	17%	16%	**25%**	*	23%	*	-	-	-	*	*	25%	30%
	2016	16%	16%	**14%**	*	13%	*	-	-	-	-	*	15%	24%
Mathematics	2017	20%	16%	**18%**	*	17%	*	-	-	-	*	*	19%	22%
	2016	17%	15%	**17%**	*	17%	*	-	-	-	-	*	15%	21%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**42%**	-	40%	*	-	-	-	-	*	38%	*
Mathematics	2017	43%	44%	*	-	*	*	-	-	-	-	*	*	-

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 458
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**72%**	74%	-	74%	-	-	-	-	-	*	74%	72%
	2016	75%	72%	**75%**	78%	-	78%	-	-	-	-	-	59%	78%	76%
Reading	2017	72%	67%	**71%**	78%	-	78%	-	-	-	-	-	*	78%	76%
	2016	73%	68%	**74%**	74%	-	74%	-	-	-	-	-	*	74%	70%
Mathematics	2017	79%	77%	**81%**	78%	-	78%	-	-	-	-	-	*	78%	76%
	2016	76%	76%	**81%**	86%	-	86%	-	-	-	-	-	71%	86%	84%
Writing	2017	67%	66%	**54%**	55%	-	55%	-	-	-	-	-	*	55%	52%
	2016	69%	68%	**67%**	73%	-	73%	-	-	-	-	-	*	73%	73%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**42%**	48%	-	48%	-	-	-	-	-	*	48%	46%
	2016	45%	39%	**28%**	34%	-	34%	-	-	-	-	-	*	34%	31%
Reading	2017	48%	41%	**49%**	52%	-	52%	-	-	-	-	-	*	52%	50%
	2016	46%	38%	**33%**	45%	-	45%	-	-	-	-	-	*	45%	41%
Mathematics	2017	48%	41%	**53%**	61%	-	61%	-	-	-	-	-	*	61%	58%
	2016	43%	38%	**43%**	41%	-	41%	-	-	-	-	-	*	41%	45%
Writing	2017	38%	33%	**27%**	38%	-	38%	-	-	-	-	-	*	38%	36%
	2016	41%	36%	**32%**	42%	-	42%	-	-	-	-	-	*	42%	38%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**24%**	28%	-	28%	-	-	-	-	-	*	28%	27%
	2016	18%	14%	**19%**	21%	-	21%	-	-	-	-	-	*	21%	21%
Reading	2017	19%	14%	**26%**	33%	-	33%	-	-	-	-	-	*	33%	31%
	2016	17%	12%	**16%**	22%	-	22%	-	-	-	-	-	*	22%	21%
Mathematics	2017	23%	17%	**29%**	31%	-	31%	-	-	-	-	-	*	31%	31%
	2016	19%	14%	**22%**	22%	-	22%	-	-	-	-	-	*	22%	23%

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 458
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**8%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**18%**	17%	-	17%	-	-	-	-	-	*	17%	18%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**52%**	55%	-	55%	-	-	-	-	-	*	55%	52%
	2016	62%	62%	**53%**	52%	-	52%	-	-	-	-	-	*	52%	53%
Reading	2017	59%	57%	**56%**	62%	-	62%	-	-	-	-	-	*	62%	59%
	2016	60%	61%	**59%**	63%	-	63%	-	-	-	-	-	*	63%	65%
Mathematics	2017	64%	59%	**48%**	48%	-	48%	-	-	-	-	-	*	48%	45%
	2016	63%	63%	**47%**	40%	-	40%	-	-	-	-	-	*	40%	41%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**22%**	29%	-	29%	-	-	-	-	-	*	29%	27%
	2016	17%	16%	**16%**	22%	-	22%	-	-	-	-	-	*	22%	22%
Reading	2017	17%	16%	**25%**	33%	-	33%	-	-	-	-	-	*	33%	32%
	2016	16%	16%	**14%**	23%	-	23%	-	-	-	-	-	*	23%	24%
Mathematics	2017	20%	16%	**18%**	24%	-	24%	-	-	-	-	-	*	24%	23%
	2016	17%	15%	**17%**	20%	-	20%	-	-	-	-	-	*	20%	21%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	**42%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: PASADENA ISD
Campus Name: MCMASTERS EL
Campus Number: 101917122

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 458
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**91%**	*	90%	94%	-	-	-	*	76%	91%	97%
Not Included in Accountability													
Mobile	4%	4%	**9%**	*	9%	6%	-	-	-	*	24%	9%	3%
Other Exclusions	1%	2%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%
Included in Accountability	94%	94%	**91%**	*	92%	91%	-	-	-	*	92%	91%	92%
Not Included in Accountability													
Mobile	4%	4%	**8%**	*	7%	9%	-	-	-	*	8%	8%	5%
Other Exclusions	1%	1%	**1%**	*	1%	0%	-	-	-	*	0%	1%	3%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	*	96.4%	95.4%	-	-	-	*	96.2%	96.3%	97.0%
2014-15	95.7%	95.3%	**96.4%**	*	96.5%	95.7%	-	-	-	*	95.4%	96.4%	97.2%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	458	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	6	1.3%	0.3%	0.3%
Pre-Kindergarten	44	9.6%	4.2%	4.2%
Kindergarten	79	17.2%	6.5%	7.0%
Grade 1	84	18.3%	7.6%	7.4%
Grade 2	97	21.2%	8.0%	7.6%
Grade 3	83	18.1%	7.7%	7.7%
Grade 4	65	14.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	4	0.9%	7.6%	12.6%
Hispanic	408	89.1%	82.7%	52.4%
White	41	9.0%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	1.1%	0.7%	2.2%
Economically Disadvantaged	383	83.6%	77.8%	59.0%
Non-Educationally Disadvantaged	75	16.4%	22.2%	41.0%
English Language Learners (ELL)	187	40.8%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	272	59.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	60			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	13.3%	47.0%	44.5%
Students with Physical Disabilities	21	35.0%	16.5%	21.9%
Students with Autism	21	35.0%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	52	14.3%	15.5%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	41	11.3%		
White	9	2.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.6%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	11.1%	1.6%	7.7%
Grade 1	6.4%	9.5%	3.8%	7.7%	13.5%	6.8%
Grade 2	9.9%	8.5%	2.4%	14.3%	3.9%	3.1%
Grade 3	1.6%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	3.5%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.3	17.3	18.8
Grade 1	18.0	18.2	18.8
Grade 2	20.0	18.3	18.9
Grade 3	15.5	18.3	19.0
Grade 4	19.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	55.5	100.0%	100.0%	100.0%
Professional Staff:	42.4	76.4%	60.0%	64.0%
Teachers	33.0	59.4%	47.3%	50.0%
Professional Support	7.4	13.3%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.6%	2.4%	2.9%
Educational Aides:	13.1	23.6%	11.2%	9.6%
Total Minority Staff:	30.3	54.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	6.1%	9.4%	10.2%
Hispanic	13.0	39.4%	34.6%	26.6%
White	16.0	48.4%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	6.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.0	6.1%	23.8%	23.7%
Females	31.0	93.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	28.0	84.9%	78.0%	74.5%
Masters	5.0	15.1%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.1%	7.3%	7.8%
1-5 Years Experience	13.0	39.4%	35.5%	28.0%
6-10 Years Experience	4.0	12.2%	23.5%	20.9%
11-20 Years Experience	11.0	33.3%	23.9%	27.8%
Over 20 Years Experience	3.0	9.1%	9.9%	15.5%
Number of Students per Teacher	13.9	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	25.0	20.4	19.5
Average Years Experience of Principals with District	25.0	19.3	12.2
Average Years Experience of Assistant Principals	26.0	15.3	15.7
Average Years Experience of Assistant Principals with District	26.0	13.7	10.1
Average Years Experience of Teachers:	10.2	9.2	10.9
Average Years Experience of Teachers with District:	8.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,418	$50,819	$46,199
1-5 Years Experience	$52,090	$52,776	$48,779
6-10 Years Experience	$50,928	$54,387	$51,184
11-20 Years Experience	$49,337	$54,825	$54,396
Over 20 Years Experience	$53,442	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,114	$54,351	$52,525
Professional Support	$61,482	$70,369	$61,728
Campus Administration (School Leadership)	$95,645	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	169	36.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	25	5.5%	5.0%	7.8%
Special Education	60	13.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	10.0	30.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	18.2	55.1%	62.9%	72.8%
Special Education	4.8	14.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **STUCHBERY EL**

Campus Number: **101917123**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**78%**	59%	81%	83%	-	91%	-	*	*	75%	81%
	2016	73%	74%	**77%**	82%	73%	78%	-	92%	-	*	56%	75%	76%
Mathematics	2017	78%	78%	**74%**	59%	77%	67%	-	91%	-	*	*	73%	81%
	2016	75%	76%	**82%**	76%	82%	78%	-	100%	-	*	56%	81%	83%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**74%**	83%	70%	63%	*	86%	-	*	50%	73%	61%
	2016	75%	76%	**78%**	88%	73%	91%	-	86%	-	*	50%	76%	57%
Mathematics	2017	76%	76%	**73%**	53%	77%	*	*	100%	-	*	*	70%	81%
	2016	73%	74%	**71%**	65%	70%	73%	-	86%	-	*	67%	70%	62%
Writing	2017	65%	66%	**67%**	68%	63%	*	*	100%	-	*	36%	64%	61%
	2016	69%	70%	**75%**	81%	72%	73%	-	86%	-	*	50%	74%	70%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**73%**	65%	73%	63%	*	94%	-	78%	31%	71%	73%
	2016	75%	72%	**77%**	79%	74%	78%	-	90%	-	*	56%	76%	70%
Reading	2017	72%	67%	**75%**	73%	75%	75%	*	88%	-	*	38%	74%	71%
	2016	73%	68%	**78%**	85%	73%	85%	-	89%	-	*	53%	76%	67%
Mathematics	2017	79%	77%	**73%**	56%	77%	60%	*	96%	-	*	21%	72%	81%
	2016	76%	76%	**76%**	71%	76%	75%	-	93%	-	*	62%	76%	73%
Writing	2017	67%	66%	**67%**	68%	63%	*	*	100%	-	*	36%	64%	61%
	2016	69%	68%	**75%**	81%	72%	73%	-	86%	-	*	50%	74%	70%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**36%**	28%	36%	26%	*	81%	-	*	*	34%	31%
	2016	45%	39%	**31%**	35%	25%	37%	-	63%	-	*	*	29%	27%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**48%**	33%	49%	53%	*	88%	-	*	*	43%	44%
	2016	46%	38%	**36%**	49%	28%	42%	-	58%	-	*	19%	34%	27%
Mathematics	2017	48%	41%	**41%**	31%	41%	26%	*	88%	-	*	*	36%	39%
	2016	43%	38%	**36%**	33%	32%	42%	-	68%	-	*	*	36%	36%
Writing	2017	38%	33%	**36%**	42%	30%	*	*	73%	-	*	*	35%	*
	2016	41%	36%	**37%**	38%	30%	55%	-	54%	-	*	*	34%	30%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**25%**	15%	25%	27%	*	44%	-	*	*	23%	30%
	2016	18%	14%	**21%**	22%	17%	22%	-	48%	-	*	12%	20%	19%
Reading	2017	19%	14%	**30%**	23%	30%	40%	*	36%	-	*	*	29%	33%
	2016	17%	12%	**21%**	26%	17%	*	-	48%	-	*	*	19%	17%
Mathematics	2017	23%	17%	**27%**	12%	28%	25%	*	60%	-	*	*	26%	38%
	2016	19%	14%	**24%**	20%	20%	30%	-	58%	-	*	15%	24%	29%
Writing	2017	12%	8%	**11%**	*	10%	*	*	*	-	*	*	7%	*
	2016	15%	12%	**14%**	19%	9%	*	-	*	-	*	*	15%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**61%**	45%	61%	*	*	84%	-	*	*	61%	67%
	2016	62%	62%	**52%**	52%	46%	*	-	83%	-	*	*	54%	62%
Reading	2017	59%	57%	**64%**	50%	65%	*	*	*	-	*	*	63%	65%
	2016	60%	61%	**61%**	*	57%	*	-	81%	-	*	*	61%	65%
Mathematics	2017	64%	59%	**59%**	*	58%	*	*	89%	-	*	*	58%	69%
	2016	63%	63%	**43%**	*	36%	*	-	86%	-	*	*	48%	60%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**24%**	13%	25%	*	*	32%	-	*	*	24%	32%
	2016	17%	16%	**17%**	13%	14%	*	-	40%	-	*	*	18%	28%
Reading	2017	17%	16%	**27%**	21%	30%	*	*	*	-	*	*	26%	30%
	2016	16%	16%	**20%**	*	17%	*	-	43%	-	*	*	20%	31%
Mathematics	2017	20%	16%	**21%**	*	21%	*	*	42%	-	*	*	21%	34%
	2016	17%	15%	**14%**	*	10%	*	-	38%	-	*	*	16%	24%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**18%**	*	22%	*	*	*	-	-	*	22%	*
	2016	35%	35%	**38%**	*	33%	*	-	*	-	*	*	31%	45%
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 757
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**73%**	71%	-	71%	-	-	89%	-	89%	61%	77%	73%
	2016	75%	72%	**77%**	71%	-	71%	-	-	82%	-	82%	59%	74%	70%
Reading	2017	72%	67%	**75%**	74%	-	74%	-	-	80%	-	80%	56%	76%	71%
	2016	73%	68%	**78%**	68%	-	68%	-	-	81%	-	81%	52%	72%	67%
Mathematics	2017	79%	77%	**73%**	81%	-	81%	-	-	93%	-	93%	69%	86%	81%
	2016	76%	76%	**76%**	71%	-	71%	-	-	88%	-	88%	67%	75%	73%
Writing	2017	67%	66%	**67%**	43%	-	43%	-	-	100%	-	100%	56%	64%	61%
	2016	69%	68%	**75%**	77%	-	77%	-	-	*	-	*	56%	75%	70%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**36%**	*	-	*	-	-	*	-	*	*	44%	31%
	2016	45%	39%	**31%**	33%	-	33%	-	-	*	-	*	*	36%	27%
Reading	2017	48%	41%	**48%**	50%	-	50%	-	-	*	-	*	38%	50%	44%
	2016	46%	38%	**36%**	29%	-	29%	-	-	*	-	*	25%	29%	27%
Mathematics	2017	48%	41%	**41%**	*	-	*	-	-	100%	-	100%	*	53%	39%
	2016	43%	38%	**36%**	60%	-	60%	-	-	*	-	*	*	55%	36%
Writing	2017	38%	33%	**36%**	*	-	*	-	-	*	-	*	*	*	*
	2016	41%	36%	**37%**	38%	-	38%	-	-	*	-	*	*	33%	30%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**25%**	43%	-	43%	-	-	32%	-	32%	*	39%	30%
	2016	18%	14%	**21%**	20%	-	20%	-	-	43%	-	43%	*	26%	19%
Reading	2017	19%	14%	**30%**	52%	-	52%	-	-	*	-	*	*	38%	33%
	2016	17%	12%	**21%**	15%	-	15%	-	-	44%	-	44%	*	23%	17%
Mathematics	2017	23%	17%	**27%**	48%	-	48%	-	-	60%	-	60%	*	52%	38%
	2016	19%	14%	**24%**	32%	-	32%	-	-	62%	-	62%	*	39%	29%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 757
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**11%**	*	-	*	-	-	*	-	*	*	*	*
	2016	15%	12%	**14%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**61%**	67%	-	67%	-	-	79%	-	79%	*	71%	69%
	2016	62%	62%	**52%**	58%	-	58%	-	-	86%	-	86%	*	66%	61%
Reading	2017	59%	57%	**64%**	63%	-	63%	-	-	*	-	*	*	66%	65%
	2016	60%	61%	**61%**	61%	-	61%	-	-	79%	-	79%	*	66%	63%
Mathematics	2017	64%	59%	**59%**	72%	-	72%	-	-	86%	-	86%	*	77%	73%
	2016	63%	63%	**43%**	55%	-	55%	-	-	93%	-	93%	*	65%	59%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**24%**	47%	-	47%	-	-	29%	-	29%	*	40%	33%
	2016	17%	16%	**17%**	24%	-	24%	-	-	50%	-	50%	*	31%	28%
Reading	2017	17%	16%	**27%**	46%	-	46%	-	-	*	-	*	*	32%	27%
	2016	16%	16%	**20%**	25%	-	25%	-	-	50%	-	50%	*	32%	31%
Mathematics	2017	20%	16%	**21%**	48%	-	48%	-	-	50%	-	50%	*	49%	39%
	2016	17%	15%	**14%**	24%	-	24%	-	-	50%	-	50%	*	31%	26%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**18%**	*	-	*	-	-	*	-	*	*	*	*
	2016	35%	35%	**38%**	*	-	*	-	-	*	-	*	*	*	45%
Mathematics	2017	43%	44%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**90%**	85%	90%	96%	*	97%	-	100%	95%	91%	89%
Not Included in Accountability													
Mobile	4%	4%	**9%**	15%	8%	4%	*	0%	-	0%	0%	8%	5%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	*	3%	-	0%	5%	1%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	99%	100%	100%	*	100%	-	90%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	85%	93%	100%	*	100%	-	70%	97%	93%	95%
Not Included in Accountability													
Mobile	4%	4%	**8%**	14%	7%	0%	*	0%	-	20%	3%	7%	5%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	1%	0%	0%	*	0%	-	10%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	*	0%	-	10%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.6%**	96.0%	96.9%	96.0%	*	97.1%	*	95.0%	94.4%	96.7%	97.1%
2014-15	95.7%	95.3%	**96.3%**	96.1%	96.5%	94.5%	*	97.3%	*	96.8%	95.9%	96.2%	96.9%

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	757	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	64	8.5%	4.2%	4.2%
Kindergarten	118	15.6%	6.5%	7.0%
Grade 1	147	19.4%	7.6%	7.4%
Grade 2	145	19.2%	8.0%	7.6%
Grade 3	130	17.2%	7.7%	7.7%
Grade 4	153	20.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	164	21.7%	7.6%	12.6%
Hispanic	452	59.7%	82.7%	52.4%
White	58	7.7%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	69	9.1%	3.0%	4.2%
Pacific Islander	3	0.4%	0.1%	0.1%
Two or More Races	10	1.3%	0.7%	2.2%
Economically Disadvantaged	560	74.0%	77.8%	59.0%
Non-Educationally Disadvantaged	197	26.0%	22.2%	41.0%
English Language Learners (ELL)	231	30.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	351	46.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	56			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	30.4%	47.0%	44.5%
Students with Physical Disabilities	23	41.1%	16.5%	21.9%
Students with Autism	*	*	19.1%	12.5%
Students with Behavioral Disabilities	11	19.6%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	81	13.1%	15.5%	16.2%
By Ethnicity:				
African American	30	4.8%		
Hispanic	43	6.9%		
White	7	1.1%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	9.8%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	8.4%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	5.6%	1.0%	1.2%
Grade 4	1.5%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.3	18.8
Grade 1	19.4	18.2	18.8
Grade 2	17.6	18.3	18.9
Grade 3	17.7	18.3	19.0
Grade 4	21.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: STUCHBERY EL
Campus Number: 101917123

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 757
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	67.0	100.0%	100.0%	100.0%
Professional Staff:	57.2	85.3%	60.0%	64.0%
Teachers	48.4	72.2%	47.3%	50.0%
Professional Support	5.8	8.7%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.5%	2.4%	2.9%
Educational Aides:	9.9	14.7%	11.2%	9.6%
Total Minority Staff:	23.0	34.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	8.3%	9.4%	10.2%
Hispanic	13.0	26.9%	34.6%	26.6%
White	31.4	64.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	7.0	14.5%	23.8%	23.7%
Females	41.4	85.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	40.2	83.2%	78.0%	74.5%
Masters	8.1	16.8%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	7.3%	7.8%
1-5 Years Experience	17.0	35.1%	35.5%	28.0%
6-10 Years Experience	9.0	18.6%	23.5%	20.9%
11-20 Years Experience	17.1	35.4%	23.9%	27.8%
Over 20 Years Experience	4.2	8.8%	9.9%	15.5%
Number of Students per Teacher	15.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	34.0	20.4	19.5
Average Years Experience of Principals with District	34.0	19.3	12.2
Average Years Experience of Assistant Principals	24.5	15.3	15.7
Average Years Experience of Assistant Principals with District	17.0	13.7	10.1
Average Years Experience of Teachers:	10.2	9.2	10.9
Average Years Experience of Teachers with District:	8.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,261	$52,776	$48,779
6-10 Years Experience	$53,328	$54,387	$51,184
11-20 Years Experience	$54,236	$54,825	$54,396
Over 20 Years Experience	$57,444	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,588	$54,351	$52,525
Professional Support	$64,195	$70,369	$61,728
Campus Administration (School Leadership)	$87,449	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	186	24.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	38	5.0%	5.0%	7.8%
Special Education	56	7.4%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	17.1	35.4%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	8.2	16.9%	2.3%	1.9%
Regular Education	19.2	39.7%	62.9%	72.8%
Special Education	3.9	8.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **ATKINSON EL**

Campus Number: **101917124**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 540
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**80%**	*	86%	57%	-	92%	-	-	*	77%	84%
	2016	73%	74%	**82%**	63%	82%	71%	-	94%	-	*	*	80%	87%
Mathematics	2017	78%	78%	**82%**	*	88%	57%	-	92%	-	-	63%	80%	89%
	2016	75%	76%	**78%**	75%	77%	*	-	94%	-	*	*	74%	89%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**77%**	75%	76%	*	-	94%	-	*	*	74%	76%
	2016	75%	76%	**79%**	91%	81%	*	-	76%	-	*	*	76%	73%
Mathematics	2017	76%	76%	**84%**	75%	83%	*	-	94%	-	*	*	83%	83%
	2016	73%	74%	**83%**	64%	84%	75%	-	90%	-	*	*	83%	90%
Writing	2017	65%	66%	**79%**	100%	78%	*	-	76%	-	*	*	78%	71%
	2016	69%	70%	**74%**	73%	73%	63%	-	86%	-	*	*	73%	78%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**81%**	74%	81%	65%	-	89%	-	67%	39%	78%	81%
	2016	75%	72%	**79%**	73%	79%	63%	-	88%	-	86%	37%	77%	84%
Reading	2017	72%	67%	**78%**	62%	80%	61%	-	93%	-	*	*	76%	80%
	2016	73%	68%	**81%**	79%	82%	60%	-	84%	-	*	33%	78%	81%
Mathematics	2017	79%	77%	**83%**	69%	85%	67%	-	93%	-	*	58%	81%	86%
	2016	76%	76%	**80%**	68%	80%	67%	-	92%	-	*	47%	78%	89%
Writing	2017	67%	66%	**79%**	100%	78%	*	-	76%	-	*	*	78%	71%
	2016	69%	68%	**74%**	73%	73%	63%	-	86%	-	*	*	73%	78%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**40%**	*	39%	33%	-	75%	-	*	*	34%	50%
	2016	45%	39%	**43%**	32%	38%	38%	-	80%	-	*	*	37%	44%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 540
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**48%**	*	45%	53%	-	75%	-	*	*	43%	54%
	2016	46%	38%	**52%**	42%	48%	46%	-	80%	-	*	*	47%	51%
Mathematics	2017	48%	41%	**54%**	*	51%	40%	-	95%	-	*	*	51%	67%
	2016	43%	38%	**47%**	26%	45%	*	-	80%	-	*	*	41%	56%
Writing	2017	38%	33%	**34%**	*	31%	*	-	59%	-	*	*	28%	32%
	2016	41%	36%	**49%**	*	43%	*	-	81%	-	*	*	39%	52%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**27%**	15%	25%	23%	-	53%	-	*	*	25%	35%
	2016	18%	14%	**27%**	16%	25%	22%	-	45%	-	*	*	26%	36%
Reading	2017	19%	14%	**33%**	*	30%	33%	-	59%	-	*	*	29%	41%
	2016	17%	12%	**26%**	*	25%	33%	-	39%	-	*	*	26%	28%
Mathematics	2017	23%	17%	**32%**	*	29%	*	-	62%	-	*	*	30%	41%
	2016	19%	14%	**31%**	*	28%	*	-	58%	-	*	*	31%	48%
Writing	2017	12%	8%	**10%**	*	7%	*	-	29%	-	*	*	7%	*
	2016	15%	12%	**21%**	*	18%	*	-	33%	-	*	*	17%	24%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**63%**	*	62%	*	-	87%	-	*	*	62%	69%
	2016	62%	62%	**76%**	*	76%	*	-	79%	-	-	*	76%	77%
Reading	2017	59%	57%	**56%**	*	54%	*	-	85%	-	*	*	54%	69%
	2016	60%	61%	**77%**	*	74%	*	-	82%	-	-	*	76%	74%
Mathematics	2017	64%	59%	**71%**	*	70%	*	-	88%	-	*	*	70%	70%
	2016	63%	63%	**76%**	*	77%	*	-	75%	-	-	*	75%	80%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 540
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**31%**	*	30%	*	-	44%	-	*	*	30%	42%
	2016	17%	16%	**34%**	*	33%	*	-	46%	-	-	*	37%	47%
Reading	2017	17%	16%	**26%**	*	25%	*	-	46%	-	*	*	24%	40%
	2016	16%	16%	**31%**	*	32%	*	-	36%	-	-	*	33%	39%
Mathematics	2017	20%	16%	**35%**	*	36%	*	-	42%	-	*	*	36%	45%
	2016	17%	15%	**36%**	*	34%	*	-	57%	-	-	*	42%	55%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	*	-	-	*	*	*
	2016	35%	35%	**33%**	*	33%	*	-	*	-	-	*	32%	*
Mathematics	2017	43%	44%	**47%**	-	47%	*	-	*	-	*	*	50%	*

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 540
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**81%**	81%	-	81%	-	-	85%	-	85%	65%	83%	81%
	2016	75%	72%	**79%**	87%	-	87%	-	-	85%	-	85%	73%	86%	84%
Reading	2017	72%	67%	**78%**	80%	-	80%	-	-	86%	-	86%	64%	82%	80%
	2016	73%	68%	**81%**	83%	-	83%	-	-	81%	-	81%	73%	83%	81%
Mathematics	2017	79%	77%	**83%**	85%	-	85%	-	-	89%	-	89%	82%	86%	86%
	2016	76%	76%	**80%**	92%	-	92%	-	-	93%	-	93%	73%	93%	89%
Writing	2017	67%	66%	**79%**	76%	-	76%	-	-	75%	-	75%	*	76%	71%
	2016	69%	68%	**74%**	80%	-	80%	-	-	79%	-	79%	71%	79%	78%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**40%**	56%	-	56%	-	-	64%	-	64%	*	59%	50%
	2016	45%	39%	**43%**	48%	-	48%	-	-	69%	-	69%	*	55%	44%
Reading	2017	48%	41%	**48%**	56%	-	56%	-	-	71%	-	71%	*	61%	54%
	2016	46%	38%	**52%**	56%	-	56%	-	-	69%	-	69%	*	60%	51%
Mathematics	2017	48%	41%	**54%**	59%	-	59%	-	-	93%	-	93%	55%	71%	67%
	2016	43%	38%	**47%**	67%	-	67%	-	-	69%	-	69%	*	68%	56%
Writing	2017	38%	33%	**34%**	28%	-	28%	-	-	42%	-	42%	*	33%	32%
	2016	41%	36%	**49%**	45%	-	45%	-	-	67%	-	67%	*	55%	52%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**27%**	36%	-	36%	-	-	43%	-	43%	*	38%	35%
	2016	18%	14%	**27%**	40%	-	40%	-	-	44%	-	44%	*	42%	36%
Reading	2017	19%	14%	**33%**	46%	-	46%	-	-	46%	-	46%	*	46%	41%
	2016	17%	12%	**26%**	30%	-	30%	-	-	37%	-	37%	*	33%	28%
Mathematics	2017	23%	17%	**32%**	39%	-	39%	-	-	54%	-	54%	*	45%	41%
	2016	19%	14%	**31%**	55%	-	55%	-	-	65%	-	65%	*	58%	48%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 540
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**10%**	*	-	*	-	-	*	-	*	*	*	*
	2016	15%	12%	**21%**	30%	-	30%	-	-	*	-	*	*	26%	24%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**63%**	68%	-	68%	-	-	81%	-	81%	*	73%	70%
	2016	62%	62%	**76%**	82%	-	82%	-	-	80%	-	80%	*	81%	79%
Reading	2017	59%	57%	**56%**	69%	-	69%	-	-	73%	-	73%	*	71%	68%
	2016	60%	61%	**77%**	73%	-	73%	-	-	82%	-	82%	*	76%	75%
Mathematics	2017	64%	59%	**71%**	67%	-	67%	-	-	88%	-	88%	*	76%	73%
	2016	63%	63%	**76%**	92%	-	92%	-	-	77%	-	77%	*	86%	83%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**31%**	42%	-	42%	-	-	44%	-	44%	*	43%	42%
	2016	17%	16%	**34%**	57%	-	57%	-	-	55%	-	55%	*	56%	52%
Reading	2017	17%	16%	**26%**	44%	-	44%	-	-	42%	-	42%	*	44%	42%
	2016	16%	16%	**31%**	43%	-	43%	-	-	41%	-	41%	*	42%	42%
Mathematics	2017	20%	16%	**35%**	39%	-	39%	-	-	46%	-	46%	*	42%	41%
	2016	17%	15%	**36%**	70%	-	70%	-	-	68%	-	68%	*	69%	63%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**33%**	*	-	*	-	-	*	-	*	*	*	*
Mathematics	2017	43%	44%	**47%**	*	-	*	-	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 540
Grade Span: KG - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	94%	96%	100%	-	89%	-	100%	100%	97%	92%
Not Included in Accountability													
Mobile	4%	4%	**2%**	6%	2%	0%	-	4%	-	0%	0%	1%	3%
Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	7%	-	0%	0%	2%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**97%**	92%	98%	90%	-	98%	-	78%	100%	96%	94%
Not Included in Accountability													
Mobile	4%	4%	**3%**	8%	2%	10%	-	2%	-	22%	0%	4%	6%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**97.3%**	97.2%	97.3%	96.0%	-	98.6%	-	*	95.0%	97.3%	98.0%
2014-15	95.7%	95.3%	**97.1%**	95.9%	97.0%	95.8%	-	98.8%	-	*	95.7%	97.0%	97.8%

District Name: PASADENA ISD
Campus Name: ATKINSON EL
Campus Number: 101917124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 540
Grade Span: KG - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	540	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	83	15.4%	6.5%	7.0%
Grade 1	109	20.2%	7.6%	7.4%
Grade 2	108	20.0%	8.0%	7.6%
Grade 3	105	19.4%	7.7%	7.7%
Grade 4	135	25.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	35	6.5%	7.6%	12.6%
Hispanic	395	73.1%	82.7%	52.4%
White	45	8.3%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	59	10.9%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	0.9%	0.7%	2.2%
Economically Disadvantaged	394	73.0%	77.8%	59.0%
Non-Educationally Disadvantaged	146	27.0%	22.2%	41.0%
English Language Learners (ELL)	198	36.7%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	305	56.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	12	36.4%	16.5%	21.9%
Students with Autism	10	30.3%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	42	8.2%	15.5%	16.2%
By Ethnicity:				
African American	5	1.0%		
Hispanic	23	4.5%		
White	7	1.4%		
American Indian	0	0.0%		
Asian	5	1.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.4%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	0.1%	1.8%	14.3%	1.6%	7.7%
Grade 1	14.4%	9.5%	3.8%	11.1%	13.5%	6.8%
Grade 2	12.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	3.2%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	3.6%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	17.3	18.8
Grade 1	19.0	18.2	18.8
Grade 2	19.0	18.3	18.9
Grade 3	20.1	18.3	19.0
Grade 4	21.4	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	53.3	100.0%	100.0%	100.0%
Professional Staff:	44.6	83.7%	60.0%	64.0%
Teachers	37.0	69.5%	47.3%	50.0%
Professional Support	5.6	10.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.8%	2.4%	2.9%
Educational Aides:	8.7	16.3%	11.2%	9.6%
Total Minority Staff:	25.3	47.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.4%	10.2%
Hispanic	13.2	35.6%	34.6%	26.6%
White	20.8	56.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.0	8.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.0	0.0%	23.8%	23.7%
Females	37.0	100.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.2	0.5%	1.0%	1.2%
Bachelors	30.8	83.3%	78.0%	74.5%
Masters	6.0	16.2%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	7.3%	7.8%
1-5 Years Experience	13.0	35.1%	35.5%	28.0%
6-10 Years Experience	11.0	29.7%	23.5%	20.9%
11-20 Years Experience	7.0	18.9%	23.9%	27.8%
Over 20 Years Experience	5.0	13.5%	9.9%	15.5%
Number of Students per Teacher	14.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	40.0	20.4	19.5
Average Years Experience of Principals with District	40.0	19.3	12.2
Average Years Experience of Assistant Principals	27.0	15.3	15.7
Average Years Experience of Assistant Principals with District	26.0	13.7	10.1
Average Years Experience of Teachers:	9.2	9.2	10.9
Average Years Experience of Teachers with District:	8.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,879	$50,819	$46,199
1-5 Years Experience	$52,887	$52,776	$48,779
6-10 Years Experience	$51,354	$54,387	$51,184
11-20 Years Experience	$46,473	$54,825	$54,396
Over 20 Years Experience	$49,926	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$50,651	$54,351	$52,525
Professional Support	$64,893	$70,369	$61,728
Campus Administration (School Leadership)	$98,255	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	178	33.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	7	1.3%	5.0%	7.8%
Special Education	33	6.1%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	9.1	24.6%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	26.4	71.1%	62.9%	72.8%
Special Education	1.6	4.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **JENSEN EL**

Campus Number: **101917125**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 699
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**79%**	45%	83%	82%	-	-	-	-	*	78%	84%
	2016	73%	74%	**81%**	55%	84%	82%	-	-	-	-	*	78%	82%
Mathematics	2017	78%	78%	**80%**	45%	84%	82%	-	-	-	-	50%	79%	92%
	2016	75%	76%	**87%**	64%	90%	91%	-	-	-	-	*	87%	95%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**72%**	*	78%	82%	-	-	-	*	*	68%	88%
	2016	75%	76%	**83%**	63%	83%	100%	-	-	-	*	*	82%	82%
Mathematics	2017	76%	76%	**80%**	54%	85%	82%	-	-	-	*	*	78%	93%
	2016	73%	74%	**84%**	88%	83%	90%	-	-	-	*	46%	83%	82%
Writing	2017	65%	66%	**70%**	64%	72%	73%	-	-	-	*	*	68%	93%
	2016	69%	70%	**84%**	71%	86%	90%	-	-	-	*	55%	87%	87%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**76%**	48%	80%	80%	-	-	-	*	48%	74%	90%
	2016	75%	72%	**84%**	67%	85%	90%	-	-	-	*	51%	83%	86%
Reading	2017	72%	67%	**76%**	38%	81%	82%	-	-	-	*	50%	73%	86%
	2016	73%	68%	**82%**	58%	84%	90%	-	-	-	*	44%	80%	82%
Mathematics	2017	79%	77%	**80%**	50%	84%	82%	-	-	-	*	50%	78%	92%
	2016	76%	76%	**86%**	74%	87%	90%	-	-	-	*	56%	85%	89%
Writing	2017	67%	66%	**70%**	64%	72%	73%	-	-	-	*	*	68%	93%
	2016	69%	68%	**84%**	71%	86%	90%	-	-	-	*	55%	87%	87%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	24%	46%	45%	-	-	-	*	*	40%	62%
	2016	45%	39%	**37%**	*	39%	52%	-	-	-	*	*	36%	46%

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 699
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**48%**	21%	50%	59%	-	-	-	*	*	43%	61%
	2016	46%	38%	**47%**	37%	47%	62%	-	-	-	*	*	47%	50%
Mathematics	2017	48%	41%	**54%**	33%	58%	45%	-	-	-	*	38%	52%	66%
	2016	43%	38%	**42%**	*	42%	62%	-	-	-	*	*	42%	45%
Writing	2017	38%	33%	**37%**	*	41%	*	-	-	-	*	*	36%	67%
	2016	41%	36%	**46%**	*	48%	60%	-	-	-	*	*	48%	65%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**22%**	8%	23%	31%	-	-	-	*	*	19%	27%
	2016	18%	14%	**19%**	*	19%	35%	-	-	-	*	*	18%	24%
Reading	2017	19%	14%	**28%**	*	28%	45%	-	-	-	*	*	24%	32%
	2016	17%	12%	**19%**	*	18%	38%	-	-	-	*	*	18%	24%
Mathematics	2017	23%	17%	**25%**	*	26%	32%	-	-	-	*	*	23%	31%
	2016	19%	14%	**17%**	*	17%	29%	-	-	-	*	*	15%	19%
Writing	2017	12%	8%	**5%**	*	7%	*	-	-	-	*	*	*	*
	2016	15%	12%	**25%**	*	26%	*	-	-	-	*	*	24%	36%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**62%**	62%	62%	64%	-	-	-	*	*	61%	73%
	2016	62%	62%	**65%**	*	65%	*	-	-	-	*	*	65%	68%
Reading	2017	59%	57%	**63%**	*	64%	*	-	-	-	*	*	63%	76%
	2016	60%	61%	**70%**	*	72%	*	-	-	-	*	*	72%	78%
Mathematics	2017	64%	59%	**61%**	69%	60%	*	-	-	-	*	*	60%	71%
	2016	63%	63%	**60%**	*	58%	*	-	-	-	*	*	58%	58%

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 699
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**23%**	31%	22%	23%	-	-	-	*	*	22%	33%
	2016	17%	16%	**24%**	*	26%	*	-	-	-	*	*	27%	33%
Reading	2017	17%	16%	**23%**	*	23%	*	-	-	-	*	*	19%	39%
	2016	16%	16%	**32%**	*	32%	*	-	-	-	*	*	35%	38%
Mathematics	2017	20%	16%	**23%**	38%	21%	*	-	-	-	*	*	26%	27%
	2016	17%	15%	**17%**	*	20%	*	-	-	-	*	*	18%	28%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**23%**	*	35%	*	-	-	-	*	*	20%	75%
	2016	35%	35%	**41%**	*	31%	*	-	-	-	*	*	47%	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 699
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	91%	-	91%	-	-	-	-	-	79%	91%	90%
	2016	75%	72%	**84%**	88%	-	88%	-	-	-	-	-	65%	88%	86%
Reading	2017	72%	67%	**76%**	88%	-	88%	-	-	-	-	-	70%	88%	86%
	2016	73%	68%	**82%**	84%	-	84%	-	-	-	-	-	*	84%	82%
Mathematics	2017	79%	77%	**80%**	94%	-	94%	-	-	-	-	-	80%	94%	92%
	2016	76%	76%	**86%**	91%	-	91%	-	-	-	-	-	71%	91%	89%
Writing	2017	67%	66%	**70%**	92%	-	92%	-	-	-	-	-	*	92%	93%
	2016	69%	68%	**84%**	89%	-	89%	-	-	-	-	-	*	89%	87%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	65%	-	65%	-	-	-	-	-	*	65%	62%
	2016	45%	39%	**37%**	49%	-	49%	-	-	-	-	-	*	49%	46%
Reading	2017	48%	41%	**48%**	64%	-	64%	-	-	-	-	-	*	64%	61%
	2016	46%	38%	**47%**	52%	-	52%	-	-	-	-	-	*	52%	50%
Mathematics	2017	48%	41%	**54%**	70%	-	70%	-	-	-	-	-	*	70%	66%
	2016	43%	38%	**42%**	48%	-	48%	-	-	-	-	-	*	48%	45%
Writing	2017	38%	33%	**37%**	74%	-	74%	-	-	-	-	-	*	74%	67%
	2016	41%	36%	**46%**	71%	-	71%	-	-	-	-	-	*	71%	65%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**22%**	29%	-	29%	-	-	-	-	-	*	29%	27%
	2016	18%	14%	**19%**	26%	-	26%	-	-	-	-	-	*	26%	24%
Reading	2017	19%	14%	**28%**	35%	-	35%	-	-	-	-	-	*	35%	32%
	2016	17%	12%	**19%**	24%	-	24%	-	-	-	-	-	*	24%	24%
Mathematics	2017	23%	17%	**25%**	34%	-	34%	-	-	-	-	-	*	34%	31%
	2016	19%	14%	**17%**	21%	-	21%	-	-	-	-	-	*	21%	19%

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 699
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**5%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**25%**	39%	-	39%	-	-	-	-	-	*	39%	36%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**62%**	72%	-	72%	-	-	-	-	-	*	72%	73%
	2016	62%	62%	**65%**	66%	-	66%	-	-	-	-	-	*	66%	67%
Reading	2017	59%	57%	**63%**	73%	-	73%	-	-	-	-	-	*	73%	76%
	2016	60%	61%	**70%**	74%	-	74%	-	-	-	-	-	*	74%	76%
Mathematics	2017	64%	59%	**61%**	70%	-	70%	-	-	-	-	-	*	70%	71%
	2016	63%	63%	**60%**	57%	-	57%	-	-	-	-	-	*	57%	58%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**23%**	34%	-	34%	-	-	-	-	-	*	34%	33%
	2016	17%	16%	**24%**	34%	-	34%	-	-	-	-	-	*	34%	34%
Reading	2017	17%	16%	**23%**	41%	-	41%	-	-	-	-	-	*	41%	39%
	2016	16%	16%	**32%**	37%	-	37%	-	-	-	-	-	*	37%	39%
Mathematics	2017	20%	16%	**23%**	27%	-	27%	-	-	-	-	-	*	27%	27%
	2016	17%	15%	**17%**	31%	-	31%	-	-	-	-	-	*	31%	29%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**23%**	*	-	*	-	-	-	-	-	*	*	75%
	2016	35%	35%	**41%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: JENSEN EL
Campus Number: 101917125

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 699
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	97%	99%	100%	-	-	*	*	89%	99%	100%
Included in Accountability	94%	94%	**90%**	82%	91%	96%	-	-	*	*	74%	89%	88%
Not Included in Accountability													
Mobile	4%	4%	**8%**	16%	7%	4%	-	-	*	*	15%	9%	9%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	*	*	0%	1%	3%
Not Tested	1%	1%	**1%**	3%	1%	0%	-	-	*	*	11%	1%	0%
Absent	1%	1%	**1%**	3%	1%	0%	-	-	*	*	11%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**88%**	74%	90%	100%	-	*	-	50%	90%	91%	84%
Not Included in Accountability													
Mobile	4%	4%	**11%**	26%	9%	0%	-	*	-	50%	10%	8%	13%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.0%**	95.8%	96.1%	95.8%	-	*	-	*	93.4%	96.0%	96.6%
2014-15	95.7%	95.3%	**96.4%**	96.2%	96.4%	96.2%	*	98.2%	-	*	94.9%	96.4%	97.1%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	699	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	63	9.0%	4.2%	4.2%
Kindergarten	115	16.5%	6.5%	7.0%
Grade 1	123	17.6%	7.6%	7.4%
Grade 2	140	20.0%	8.0%	7.6%
Grade 3	131	18.7%	7.7%	7.7%
Grade 4	127	18.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	81	11.6%	7.6%	12.6%
Hispanic	558	79.8%	82.7%	52.4%
White	52	7.4%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	6	0.9%	0.7%	2.2%
Economically Disadvantaged	553	79.1%	77.8%	59.0%
Non-Educationally Disadvantaged	146	20.9%	22.2%	41.0%
English Language Learners (ELL)	276	39.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	479	68.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	44			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	47.0%	44.5%
Students with Physical Disabilities	13	29.5%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	16	36.4%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	136	23.2%	15.5%	16.2%
By Ethnicity:				
African American	36	6.1%		
Hispanic	80	13.6%		
White	13	2.2%		
American Indian	0	0.0%		
Asian	3	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.7%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	12.3%	9.5%	3.8%	9.1%	13.5%	6.8%
Grade 2	13.6%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	4.4%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.7	17.3	18.8
Grade 1	18.8	18.2	18.8
Grade 2	17.4	18.3	18.9
Grade 3	18.2	18.3	19.0
Grade 4	20.2	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	50.4	83.6%	60.0%	64.0%
Teachers	43.3	71.9%	47.3%	50.0%
Professional Support	5.1	8.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	2.9%
Educational Aides:	9.9	16.4%	11.2%	9.6%
Total Minority Staff:	38.3	63.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.1	7.3%	9.4%	10.2%
Hispanic	22.2	51.2%	34.6%	26.6%
White	18.0	41.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	9.2%	23.8%	23.7%
Females	39.3	90.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	37.3	86.1%	78.0%	74.5%
Masters	6.0	13.9%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.9%	7.3%	7.8%
1-5 Years Experience	18.0	41.5%	35.5%	28.0%
6-10 Years Experience	12.3	28.5%	23.5%	20.9%
11-20 Years Experience	9.0	20.8%	23.9%	27.8%
Over 20 Years Experience	1.0	2.3%	9.9%	15.5%
Number of Students per Teacher	16.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	12.0	15.3	15.7
Average Years Experience of Assistant Principals with District	12.0	13.7	10.1
Average Years Experience of Teachers:	7.6	9.2	10.9
Average Years Experience of Teachers with District:	6.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$49,247	$50,819	$46,199
1-5 Years Experience	$53,188	$52,776	$48,779
6-10 Years Experience	$52,017	$54,387	$51,184
11-20 Years Experience	$54,509	$54,825	$54,396
Over 20 Years Experience	$62,796	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,079	$54,351	$52,525
Professional Support	$64,370	$70,369	$61,728
Campus Administration (School Leadership)	$91,095	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	246	35.2%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	13	1.9%	5.0%	7.8%
Special Education	44	6.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	13.6	31.4%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	27.4	63.3%	62.9%	72.8%
Special Education	2.3	5.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BURNETT ELEMENTARY**

Campus Number: **101917126**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 580
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**63%**	53%	65%	71%	-	*	-	*	42%	62%	68%
	2016	73%	74%	**76%**	84%	73%	*	-	100%	-	*	*	69%	61%
Mathematics	2017	78%	78%	**76%**	79%	75%	86%	-	*	-	*	42%	73%	80%
	2016	75%	76%	**70%**	63%	68%	*	-	100%	-	*	*	69%	58%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**68%**	63%	70%	*	-	*	-	*	*	65%	56%
	2016	75%	76%	**82%**	64%	83%	88%	-	100%	-	*	85%	84%	78%
Mathematics	2017	76%	76%	**64%**	63%	65%	*	-	*	-	*	*	65%	59%
	2016	73%	74%	**74%**	91%	69%	88%	-	86%	-	*	85%	72%	60%
Writing	2017	65%	66%	**58%**	38%	64%	*	-	*	-	*	*	56%	59%
	2016	69%	70%	**77%**	82%	73%	88%	-	100%	-	*	77%	78%	67%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**66%**	59%	68%	66%	-	80%	-	53%	44%	65%	66%
	2016	75%	72%	**76%**	76%	73%	84%	-	97%	-	67%	78%	75%	65%
Reading	2017	72%	67%	**66%**	57%	67%	67%	-	75%	-	*	47%	64%	63%
	2016	73%	68%	**79%**	77%	78%	75%	-	100%	-	*	72%	78%	70%
Mathematics	2017	79%	77%	**70%**	71%	70%	75%	-	75%	-	*	47%	69%	72%
	2016	76%	76%	**72%**	73%	69%	92%	-	92%	-	*	83%	71%	59%
Writing	2017	67%	66%	**58%**	38%	64%	*	-	*	-	*	*	56%	59%
	2016	69%	68%	**77%**	82%	73%	88%	-	100%	-	*	77%	78%	67%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**29%**	*	34%	*	-	*	-	*	*	28%	29%
	2016	45%	39%	**31%**	18%	33%	*	-	67%	-	*	*	31%	27%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 580
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**37%**	26%	41%	*	-	*	-	*	*	35%	34%
	2016	46%	38%	**43%**	29%	45%	*	-	56%	-	*	*	41%	35%
Mathematics	2017	48%	41%	**42%**	26%	46%	42%	-	*	-	*	31%	40%	39%
	2016	43%	38%	**32%**	21%	30%	*	-	89%	-	*	*	32%	27%
Writing	2017	38%	33%	**27%**	*	31%	*	-	*	-	*	*	25%	26%
	2016	41%	36%	**38%**	*	38%	*	-	*	-	*	*	38%	26%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**19%**	8%	21%	17%	-	55%	-	*	*	20%	21%
	2016	18%	14%	**17%**	11%	16%	*	-	47%	-	*	*	16%	13%
Reading	2017	19%	14%	**19%**	*	20%	*	-	*	-	*	*	18%	17%
	2016	17%	12%	**19%**	17%	21%	*	-	*	-	*	*	18%	16%
Mathematics	2017	23%	17%	**25%**	*	27%	*	-	75%	-	*	*	25%	28%
	2016	19%	14%	**16%**	*	14%	*	-	64%	-	*	*	15%	11%
Writing	2017	12%	8%	**9%**	*	10%	*	-	*	-	*	*	11%	*
	2016	15%	12%	**14%**	*	12%	*	-	*	-	*	*	13%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**52%**	*	58%	*	-	67%	-	*	81%	53%	61%
	2016	62%	62%	**52%**	45%	51%	*	-	78%	-	*	82%	52%	53%
Reading	2017	59%	57%	**48%**	*	53%	*	-	*	-	*	*	50%	52%
	2016	60%	61%	**57%**	*	58%	*	-	*	-	*	82%	57%	57%
Mathematics	2017	64%	59%	**55%**	*	64%	*	-	*	-	*	*	57%	70%
	2016	63%	63%	**47%**	*	45%	*	-	78%	-	*	82%	47%	49%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 580
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**21%**	*	24%	*	-	42%	-	*	31%	24%	28%
	2016	17%	16%	**22%**	27%	19%	*	-	44%	-	*	59%	22%	24%
Reading	2017	17%	16%	**17%**	*	21%	*	-	*	-	*	*	18%	23%
	2016	16%	16%	**21%**	*	20%	*	-	*	-	*	55%	21%	22%
Mathematics	2017	20%	16%	**25%**	*	28%	*	-	*	-	*	*	29%	32%
	2016	17%	15%	**22%**	*	19%	*	-	56%	-	*	64%	23%	25%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	*	*	*	*
	2016	35%	35%	**59%**	*	59%	*	-	*	-	-	88%	60%	63%
Mathematics	2017	43%	44%	**25%**	*	*	-	-	-	-	*	*	31%	*

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 580
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**66%**	64%	-	64%	-	-	85%	-	85%	68%	66%	66%
	2016	75%	72%	**76%**	60%	-	60%	-	-	94%	-	94%	79%	63%	65%
Reading	2017	72%	67%	**66%**	62%	-	62%	-	-	*	-	*	63%	63%	63%
	2016	73%	68%	**79%**	67%	-	67%	-	-	100%	-	100%	63%	71%	70%
Mathematics	2017	79%	77%	**70%**	71%	-	71%	-	-	*	-	*	75%	71%	72%
	2016	76%	76%	**72%**	52%	-	52%	-	-	86%	-	86%	88%	55%	59%
Writing	2017	67%	66%	**58%**	50%	-	50%	-	-	*	-	*	*	57%	59%
	2016	69%	68%	**77%**	61%	-	61%	-	-	*	-	*	*	64%	67%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**29%**	21%	-	21%	-	-	*	-	*	*	27%	29%
	2016	45%	39%	**31%**	22%	-	22%	-	-	*	-	*	*	25%	27%
Reading	2017	48%	41%	**37%**	29%	-	29%	-	-	*	-	*	*	33%	34%
	2016	46%	38%	**43%**	36%	-	36%	-	-	*	-	*	*	38%	35%
Mathematics	2017	48%	41%	**42%**	36%	-	36%	-	-	*	-	*	*	40%	39%
	2016	43%	38%	**32%**	19%	-	19%	-	-	*	-	*	*	25%	27%
Writing	2017	38%	33%	**27%**	*	-	*	-	-	*	-	*	*	29%	26%
	2016	41%	36%	**38%**	23%	-	23%	-	-	*	-	*	*	21%	26%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**19%**	19%	-	19%	-	-	46%	-	46%	*	21%	21%
	2016	18%	14%	**17%**	10%	-	10%	-	-	31%	-	31%	*	12%	13%
Reading	2017	19%	14%	**19%**	12%	-	12%	-	-	*	-	*	*	14%	17%
	2016	17%	12%	**19%**	16%	-	16%	-	-	*	-	*	*	17%	16%
Mathematics	2017	23%	17%	**25%**	28%	-	28%	-	-	*	-	*	*	30%	28%
	2016	19%	14%	**16%**	*	-	*	-	-	*	-	*	*	11%	11%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 580
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**9%**	*	-	*	-	-	*	-	*	*	*	*
	2016	15%	12%	**14%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**52%**	64%	-	64%	-	-	*	-	*	*	66%	64%
	2016	62%	62%	**52%**	54%	-	54%	-	-	70%	-	70%	*	56%	54%
Reading	2017	59%	57%	**48%**	51%	-	51%	-	-	*	-	*	*	54%	54%
	2016	60%	61%	**57%**	58%	-	58%	-	-	*	-	*	*	60%	57%
Mathematics	2017	64%	59%	**55%**	77%	-	77%	-	-	*	-	*	*	77%	75%
	2016	63%	63%	**47%**	50%	-	50%	-	-	*	-	*	*	51%	50%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**21%**	28%	-	28%	-	-	*	-	*	*	29%	28%
	2016	17%	16%	**22%**	23%	-	23%	-	-	50%	-	50%	*	25%	24%
Reading	2017	17%	16%	**17%**	23%	-	23%	-	-	*	-	*	*	23%	23%
	2016	16%	16%	**21%**	23%	-	23%	-	-	*	-	*	*	25%	23%
Mathematics	2017	20%	16%	**25%**	33%	-	33%	-	-	*	-	*	*	35%	33%
	2016	17%	15%	**22%**	23%	-	23%	-	-	*	-	*	*	26%	25%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**59%**	63%	-	63%	-	-	-	-	-	-	63%	63%
Mathematics	2017	43%	44%	**25%**	*	-	*	-	-	-	-	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**89%**	86%	90%	76%	-	100%	-	100%	90%	88%	91%
Not Included in Accountability													
Mobile	4%	4%	**9%**	14%	8%	24%	-	0%	-	0%	10%	10%	5%
Other Exclusions	1%	2%	**1%**	0%	2%	0%	-	0%	-	0%	0%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	86%	95%	78%	-	84%	-	100%	96%	91%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	14%	2%	22%	-	8%	-	0%	4%	6%	1%
Other Exclusions	1%	1%	**2%**	0%	3%	0%	-	8%	-	0%	0%	3%	6%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.5%**	96.5%	96.3%	96.4%	-	98.5%	-	96.8%	95.2%	96.4%	97.4%
2014-15	95.7%	95.3%	**96.8%**	96.0%	96.7%	97.5%	*	97.8%	-	97.1%	95.8%	96.9%	97.5%

District Name: PASADENA ISD
Campus Name: BURNETT ELEMENTARY
Campus Number: 101917126

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 580
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	580	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	10	1.7%	0.3%	0.3%
Pre-Kindergarten	59	10.2%	4.2%	4.2%
Kindergarten	82	14.1%	6.5%	7.0%
Grade 1	109	18.8%	7.6%	7.4%
Grade 2	112	19.3%	8.0%	7.6%
Grade 3	112	19.3%	7.7%	7.7%
Grade 4	96	16.6%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	108	18.6%	7.6%	12.6%
Hispanic	402	69.3%	82.7%	52.4%
White	28	4.8%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	33	5.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	9	1.6%	0.7%	2.2%
Economically Disadvantaged	457	78.8%	77.8%	59.0%
Non-Educationally Disadvantaged	123	21.2%	22.2%	41.0%
English Language Learners (ELL)	206	35.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	282	48.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	17.6%	47.0%	44.5%
Students with Physical Disabilities	15	29.4%	16.5%	21.9%
Students with Autism	19	37.3%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	96	19.5%	15.5%	16.2%
By Ethnicity:				
African American	29	5.9%		
Hispanic	48	9.8%		
White	17	3.5%		
American Indian	0	0.0%		
Asian	2	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	10.1%	9.5%	3.8%	14.3%	13.5%	6.8%
Grade 2	10.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	8.1%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	2.1%	1.1%	0.8%	15.4%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.3	17.3	18.8
Grade 1	25.0	18.2	18.8
Grade 2	23.3	18.3	18.9
Grade 3	21.3	18.3	19.0
Grade 4	18.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	45.9	75.3%	60.0%	64.0%
Teachers	38.3	62.9%	47.3%	50.0%
Professional Support	5.6	9.1%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	2.9%
Educational Aides:	15.0	24.7%	11.2%	9.6%
Total Minority Staff:	42.5	69.9%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	9.0	23.5%	9.4%	10.2%
Hispanic	15.0	39.1%	34.6%	26.6%
White	12.3	32.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	5.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	10.4%	23.8%	23.7%
Females	34.3	89.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	33.3	87.0%	78.0%	74.5%
Masters	4.0	10.4%	20.0%	23.6%
Doctorate	1.0	2.6%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.2%	7.3%	7.8%
1-5 Years Experience	7.0	18.3%	35.5%	28.0%
6-10 Years Experience	7.3	19.1%	23.5%	20.9%
11-20 Years Experience	16.0	41.8%	23.9%	27.8%
Over 20 Years Experience	6.0	15.7%	9.9%	15.5%
Number of Students per Teacher	15.1	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	20.4	19.5
Average Years Experience of Principals with District	16.0	19.3	12.2
Average Years Experience of Assistant Principals	23.0	15.3	15.7
Average Years Experience of Assistant Principals with District	17.0	13.7	10.1
Average Years Experience of Teachers:	13.2	9.2	10.9
Average Years Experience of Teachers with District:	8.8	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,718	$50,819	$46,199
1-5 Years Experience	$52,104	$52,776	$48,779
6-10 Years Experience	$54,859	$54,387	$51,184
11-20 Years Experience	$57,631	$54,825	$54,396
Over 20 Years Experience	$63,351	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$56,679	$54,351	$52,525
Professional Support	$67,716	$70,369	$61,728
Campus Administration (School Leadership)	$90,025	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	194	33.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	13	2.2%	5.0%	7.8%
Special Education	51	8.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	11.2	29.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	22.1	57.8%	62.9%	72.8%
Special Education	5.0	13.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRAZIER EL**

Campus Number: **101917127**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 535
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**94%**	71%	95%	100%	-	*	-	*	78%	95%	100%
	2016	73%	74%	**80%**	67%	81%	88%	-	*	*	*	80%	75%	89%
Mathematics	2017	78%	78%	**98%**	86%	98%	100%	-	*	-	*	89%	98%	100%
	2016	75%	76%	**85%**	56%	87%	88%	-	100%	*	*	80%	86%	95%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**86%**	88%	83%	100%	-	*	*	*	77%	82%	82%
	2016	75%	76%	**86%**	92%	87%	85%	-	*	-	*	58%	86%	85%
Mathematics	2017	76%	76%	**92%**	88%	91%	100%	-	*	*	*	77%	91%	86%
	2016	73%	74%	**89%**	92%	87%	92%	-	83%	-	*	50%	84%	93%
Writing	2017	65%	66%	**73%**	88%	68%	78%	-	100%	*	*	54%	68%	73%
	2016	69%	70%	**81%**	92%	79%	85%	-	*	-	*	42%	79%	78%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**88%**	84%	86%	96%	-	100%	*	100%	74%	87%	88%
	2016	75%	72%	**84%**	82%	84%	87%	-	79%	*	100%	61%	82%	87%
Reading	2017	72%	67%	**90%**	80%	88%	100%	-	100%	*	*	77%	88%	91%
	2016	73%	68%	**84%**	82%	84%	86%	-	73%	*	100%	68%	80%	87%
Mathematics	2017	79%	77%	**95%**	87%	94%	100%	-	100%	*	*	82%	94%	93%
	2016	76%	76%	**87%**	77%	87%	90%	-	91%	*	100%	64%	85%	93%
Writing	2017	67%	66%	**73%**	88%	68%	78%	-	100%	*	*	54%	68%	73%
	2016	69%	68%	**81%**	92%	79%	85%	-	*	-	*	42%	79%	78%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**48%**	*	45%	63%	-	*	*	*	23%	44%	42%
	2016	45%	39%	**39%**	27%	37%	52%	-	45%	*	*	35%	35%	41%

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 535
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**53%**	*	53%	67%	-	*	*	*	27%	50%	53%
	2016	46%	38%	**46%**	36%	47%	48%	-	45%	*	*	45%	42%	43%
Mathematics	2017	48%	41%	**71%**	47%	68%	88%	-	100%	*	*	55%	67%	69%
	2016	43%	38%	**47%**	27%	48%	67%	-	45%	*	*	45%	43%	57%
Writing	2017	38%	33%	**25%**	*	22%	*	-	*	*	*	*	22%	31%
	2016	41%	36%	**46%**	69%	38%	38%	-	*	-	*	*	40%	39%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**28%**	*	25%	51%	-	*	*	*	9%	26%	27%
	2016	18%	14%	**24%**	16%	24%	31%	-	21%	*	*	20%	20%	26%
Reading	2017	19%	14%	**30%**	*	26%	58%	-	*	*	*	*	27%	27%
	2016	17%	12%	**26%**	*	28%	29%	-	*	*	*	23%	25%	35%
Mathematics	2017	23%	17%	**36%**	*	34%	63%	-	*	*	*	*	34%	36%
	2016	19%	14%	**24%**	*	23%	38%	-	*	*	*	23%	21%	30%
Writing	2017	12%	8%	**7%**	*	7%	*	-	*	*	*	*	9%	*
	2016	15%	12%	**19%**	*	15%	*	-	*	-	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**72%**	*	71%	72%	-	*	*	*	*	75%	75%
	2016	62%	62%	**65%**	*	69%	79%	-	*	-	*	55%	64%	72%
Reading	2017	59%	57%	**67%**	*	65%	*	-	*	*	*	*	69%	79%
	2016	60%	61%	**70%**	*	80%	*	-	*	-	*	64%	70%	79%
Mathematics	2017	64%	59%	**77%**	*	77%	*	-	*	*	*	*	80%	70%
	2016	63%	63%	**59%**	*	59%	92%	-	*	-	*	*	58%	66%

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 535
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**30%**	*	28%	39%	-	*	*	*	*	31%	33%
	2016	17%	16%	**26%**	*	28%	33%	-	*	-	*	32%	25%	34%
Reading	2017	17%	16%	**26%**	*	24%	*	-	*	*	*	*	27%	38%
	2016	16%	16%	**27%**	*	31%	*	-	*	-	*	45%	32%	34%
Mathematics	2017	20%	16%	**34%**	*	32%	*	-	*	*	*	*	35%	30%
	2016	17%	15%	**25%**	*	25%	42%	-	*	-	*	*	19%	34%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**47%**	*	*	*	-	*	-	-	*	40%	*
	2016	35%	35%	**60%**	*	57%	*	-	*	-	-	*	63%	*
Mathematics	2017	43%	44%	**75%**	*	75%	*	-	-	-	-	*	73%	*

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 535
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**88%**	92%	-	92%	-	-	-	-	-	78%	92%	88%
	2016	75%	72%	**84%**	86%	-	86%	-	-	-	-	-	89%	86%	87%
Reading	2017	72%	67%	**90%**	97%	-	97%	-	-	-	-	-	75%	97%	91%
	2016	73%	68%	**84%**	86%	-	86%	-	-	-	-	-	88%	86%	87%
Mathematics	2017	79%	77%	**95%**	94%	-	94%	-	-	-	-	-	92%	94%	93%
	2016	76%	76%	**87%**	97%	-	97%	-	-	-	-	-	88%	97%	93%
Writing	2017	67%	66%	**73%**	79%	-	79%	-	-	-	-	-	63%	79%	73%
	2016	69%	68%	**81%**	69%	-	69%	-	-	-	-	-	91%	69%	78%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**48%**	50%	-	50%	-	-	-	-	-	*	50%	42%
	2016	45%	39%	**39%**	60%	-	60%	-	-	-	-	-	*	60%	41%
Reading	2017	48%	41%	**53%**	65%	-	65%	-	-	-	-	-	*	65%	53%
	2016	46%	38%	**46%**	70%	-	70%	-	-	-	-	-	*	70%	43%
Mathematics	2017	48%	41%	**71%**	74%	-	74%	-	-	-	-	-	58%	74%	69%
	2016	43%	38%	**47%**	80%	-	80%	-	-	-	-	-	29%	80%	57%
Writing	2017	38%	33%	**25%**	*	-	*	-	-	-	-	-	*	*	31%
	2016	41%	36%	**46%**	*	-	*	-	-	-	-	-	*	*	39%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**28%**	33%	-	33%	-	-	-	-	-	*	33%	27%
	2016	18%	14%	**24%**	36%	-	36%	-	-	-	-	-	*	36%	26%
Reading	2017	19%	14%	**30%**	34%	-	34%	-	-	-	-	-	*	34%	27%
	2016	17%	12%	**26%**	48%	-	48%	-	-	-	-	-	*	48%	35%
Mathematics	2017	23%	17%	**36%**	41%	-	41%	-	-	-	-	-	*	41%	36%
	2016	19%	14%	**24%**	45%	-	45%	-	-	-	-	-	*	45%	30%

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 535
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**7%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**19%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**72%**	87%	-	87%	-	-	-	-	-	*	87%	77%
	2016	62%	62%	**65%**	75%	-	75%	-	-	-	-	-	64%	75%	70%
Reading	2017	59%	57%	**67%**	100%	-	100%	-	-	-	-	-	*	100%	85%
	2016	60%	61%	**70%**	75%	-	75%	-	-	-	-	-	*	75%	78%
Mathematics	2017	64%	59%	**77%**	76%	-	76%	-	-	-	-	-	*	76%	70%
	2016	63%	63%	**59%**	75%	-	75%	-	-	-	-	-	*	75%	63%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**30%**	45%	-	45%	-	-	-	-	-	*	45%	35%
	2016	17%	16%	**26%**	34%	-	34%	-	-	-	-	-	27%	34%	31%
Reading	2017	17%	16%	**26%**	57%	-	57%	-	-	-	-	-	*	57%	40%
	2016	16%	16%	**27%**	38%	-	38%	-	-	-	-	-	*	38%	33%
Mathematics	2017	20%	16%	**34%**	35%	-	35%	-	-	-	-	-	*	35%	30%
	2016	17%	15%	**25%**	31%	-	31%	-	-	-	-	-	*	31%	30%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**47%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	**60%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**75%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: FRAZIER EL
Campus Number: 101917127

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 535
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	91%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	83%	97%	95%	-	68%	*	100%	89%	95%	96%
Not Included in Accountability													
Mobile	4%	4%	**5%**	17%	2%	5%	-	23%	*	0%	11%	4%	3%
Other Exclusions	1%	2%	**0%**	0%	1%	0%	-	0%	*	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	9%	*	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	9%	*	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**98%**	97%	99%	96%	-	90%	*	100%	100%	98%	98%
Not Included in Accountability													
Mobile	4%	4%	**2%**	3%	1%	4%	-	10%	*	0%	0%	2%	2%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.5%**	96.9%	96.4%	96.3%	-	96.8%	*	97.2%	95.8%	96.5%	97.5%
2014-15	95.7%	95.3%	**96.6%**	96.7%	96.6%	96.2%	*	97.0%	*	97.0%	95.5%	96.5%	97.5%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	535	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	15	2.8%	0.3%	0.3%
Pre-Kindergarten	99	18.5%	4.2%	4.2%
Kindergarten	68	12.7%	6.5%	7.0%
Grade 1	83	15.5%	7.6%	7.4%
Grade 2	89	16.6%	8.0%	7.6%
Grade 3	84	15.7%	7.7%	7.7%
Grade 4	97	18.1%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	53	9.9%	7.6%	12.6%
Hispanic	384	71.8%	82.7%	52.4%
White	62	11.6%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	26	4.9%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	8	1.5%	0.7%	2.2%
Economically Disadvantaged	405	75.7%	77.8%	59.0%
Non-Educationally Disadvantaged	130	24.3%	22.2%	41.0%
English Language Learners (ELL)	131	24.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	222	41.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	56			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	47.0%	44.5%
Students with Physical Disabilities	8	14.3%	16.5%	21.9%
Students with Autism	31	55.4%	19.1%	12.5%
Students with Behavioral Disabilities	7	12.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	37	9.5%	15.5%	16.2%
By Ethnicity:				
African American	9	2.3%		
Hispanic	16	4.1%		
White	8	2.1%		
American Indian	0	0.0%		
Asian	4	1.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	11.1%	9.5%	3.8%	11.1%	13.5%	6.8%
Grade 2	7.3%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	2.4%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	17.3	18.8
Grade 1	16.5	18.2	18.8
Grade 2	18.5	18.3	18.9
Grade 3	16.0	18.3	19.0
Grade 4	20.5	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.7	100.0%	100.0%	100.0%
Professional Staff:	47.8	73.9%	60.0%	64.0%
Teachers	39.5	61.1%	47.3%	50.0%
Professional Support	6.3	9.7%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	2.9%
Educational Aides:	16.9	26.1%	11.2%	9.6%
Total Minority Staff:	35.2	54.4%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.1%	9.4%	10.2%
Hispanic	11.0	27.9%	34.6%	26.6%
White	20.5	51.9%	51.8%	59.8%
American Indian	1.0	2.5%	0.2%	0.4%
Asian	3.0	7.6%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	2.5%	23.8%	23.7%
Females	38.5	97.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	33.5	84.8%	78.0%	74.5%
Masters	6.0	15.2%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.5%	7.3%	7.8%
1-5 Years Experience	15.0	38.0%	35.5%	28.0%
6-10 Years Experience	10.5	26.6%	23.5%	20.9%
11-20 Years Experience	6.0	15.2%	23.9%	27.8%
Over 20 Years Experience	7.0	17.7%	9.9%	15.5%
Number of Students per Teacher	13.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	20.4	19.5
Average Years Experience of Principals with District	20.0	19.3	12.2
Average Years Experience of Assistant Principals	9.0	15.3	15.7
Average Years Experience of Assistant Principals with District	9.0	13.7	10.1
Average Years Experience of Teachers:	10.1	9.2	10.9
Average Years Experience of Teachers with District:	7.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$50,755	$52,776	$48,779
6-10 Years Experience	$53,197	$54,387	$51,184
11-20 Years Experience	$48,208	$54,825	$54,396
Over 20 Years Experience	$60,727	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,791	$54,351	$52,525
Professional Support	$65,703	$70,369	$61,728
Campus Administration (School Leadership)	$88,435	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	101	18.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	34	6.4%	5.0%	7.8%
Special Education	56	10.5%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	7.3	18.6%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.7	6.7%	2.3%	1.9%
Regular Education	25.0	63.3%	62.9%	72.8%
Special Education	4.5	11.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TEAGUE EL**

Campus Number: **101917128**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**83%**	100%	82%	88%	-	71%	-	*	64%	81%	78%
	2016	73%	74%	**83%**	70%	81%	94%	-	94%	*	*	67%	84%	88%
Mathematics	2017	78%	78%	**80%**	*	79%	81%	-	86%	-	*	50%	78%	78%
	2016	75%	76%	**82%**	80%	79%	94%	-	94%	*	*	73%	82%	87%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**76%**	73%	72%	85%	-	94%	*	*	64%	75%	81%
	2016	75%	76%	**83%**	*	82%	84%	-	100%	-	-	67%	82%	90%
Mathematics	2017	76%	76%	**80%**	73%	77%	85%	-	100%	*	*	64%	79%	84%
	2016	73%	74%	**74%**	*	76%	68%	-	100%	-	-	42%	72%	85%
Writing	2017	65%	66%	**75%**	73%	69%	92%	-	100%	*	*	73%	75%	74%
	2016	69%	70%	**78%**	*	76%	83%	-	93%	-	-	58%	73%	77%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**79%**	77%	75%	86%	-	94%	*	100%	62%	77%	79%
	2016	75%	72%	**80%**	59%	79%	84%	-	96%	*	*	62%	79%	86%
Reading	2017	72%	67%	**79%**	81%	77%	86%	-	88%	*	*	64%	78%	80%
	2016	73%	68%	**83%**	65%	81%	89%	-	97%	*	*	67%	83%	89%
Mathematics	2017	79%	77%	**80%**	75%	78%	83%	-	96%	*	*	56%	78%	82%
	2016	76%	76%	**78%**	53%	78%	80%	-	97%	*	*	59%	77%	86%
Writing	2017	67%	66%	**75%**	73%	69%	92%	-	100%	*	*	73%	75%	74%
	2016	69%	68%	**78%**	*	76%	83%	-	93%	-	-	58%	73%	77%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	31%	39%	52%	-	64%	*	*	44%	40%	44%
	2016	45%	39%	**36%**	*	33%	41%	-	59%	*	*	*	34%	40%

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**51%**	38%	48%	62%	-	56%	*	*	44%	48%	46%
	2016	46%	38%	**49%**	29%	46%	56%	-	72%	*	*	28%	47%	58%
Mathematics	2017	48%	41%	**46%**	*	43%	55%	-	72%	*	*	52%	42%	49%
	2016	43%	38%	**37%**	*	31%	47%	-	79%	*	*	*	35%	49%
Writing	2017	38%	33%	**40%**	*	33%	46%	-	78%	*	*	55%	41%	51%
	2016	41%	36%	**44%**	*	43%	41%	-	71%	-	-	*	43%	50%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**22%**	*	20%	38%	-	32%	*	*	11%	20%	22%
	2016	18%	14%	**21%**	*	18%	23%	-	45%	*	*	15%	21%	23%
Reading	2017	19%	14%	**28%**	*	26%	48%	-	32%	*	*	*	24%	26%
	2016	17%	12%	**25%**	*	23%	26%	-	43%	*	*	*	23%	24%
Mathematics	2017	23%	17%	**24%**	*	20%	34%	-	44%	*	*	*	22%	26%
	2016	19%	14%	**19%**	*	15%	23%	-	43%	*	*	*	20%	27%
Writing	2017	12%	8%	**11%**	*	8%	*	-	*	*	*	*	9%	9%
	2016	15%	12%	**18%**	*	14%	*	-	50%	-	-	*	16%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**56%**	*	56%	54%	-	76%	*	*	*	54%	73%
	2016	62%	62%	**54%**	*	53%	56%	-	*	-	-	*	52%	68%
Reading	2017	59%	57%	**53%**	*	52%	*	-	71%	*	*	*	51%	72%
	2016	60%	61%	**68%**	*	68%	78%	-	*	-	-	*	65%	72%
Mathematics	2017	64%	59%	**60%**	*	59%	*	-	82%	*	*	*	58%	73%
	2016	63%	63%	**40%**	*	39%	*	-	*	-	-	*	40%	64%

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**23%**	*	22%	19%	-	38%	*	*	*	23%	30%
	2016	17%	16%	**18%**	*	19%	17%	-	*	-	-	*	16%	31%
Reading	2017	17%	16%	**25%**	*	23%	*	-	41%	*	*	*	26%	35%
	2016	16%	16%	**27%**	*	26%	33%	-	*	-	-	*	22%	42%
Mathematics	2017	20%	16%	**21%**	*	21%	*	-	35%	*	*	*	20%	25%
	2016	17%	15%	**9%**	*	12%	*	-	*	-	-	*	10%	20%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	*	-	-	*	*	*
	2016	35%	35%	**38%**	*	40%	*	-	-	-	-	*	36%	*
Mathematics	2017	43%	44%	**42%**	*	40%	*	-	*	-	-	*	46%	*

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 728
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**79%**	82%	-	82%	-	-	-	-	-	74%	82%	79%
	2016	75%	72%	**80%**	85%	-	85%	-	-	-	-	-	87%	85%	86%
Reading	2017	72%	67%	**79%**	84%	-	84%	-	-	-	-	-	73%	84%	80%
	2016	73%	68%	**83%**	88%	-	88%	-	-	-	-	-	91%	88%	89%
Mathematics	2017	79%	77%	**80%**	82%	-	82%	-	-	-	-	-	82%	82%	82%
	2016	76%	76%	**78%**	86%	-	86%	-	-	-	-	-	86%	86%	86%
Writing	2017	67%	66%	**75%**	80%	-	80%	-	-	-	-	-	64%	80%	74%
	2016	69%	68%	**78%**	78%	-	78%	-	-	-	-	-	75%	78%	77%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	51%	-	51%	-	-	-	-	-	33%	51%	44%
	2016	45%	39%	**36%**	48%	-	48%	-	-	-	-	-	30%	48%	40%
Reading	2017	48%	41%	**51%**	51%	-	51%	-	-	-	-	-	39%	51%	46%
	2016	46%	38%	**49%**	68%	-	68%	-	-	-	-	-	45%	68%	58%
Mathematics	2017	48%	41%	**46%**	53%	-	53%	-	-	-	-	-	42%	53%	49%
	2016	43%	38%	**37%**	45%	-	45%	-	-	-	-	-	55%	45%	49%
Writing	2017	38%	33%	**40%**	61%	-	61%	-	-	-	-	-	41%	61%	51%
	2016	41%	36%	**44%**	53%	-	53%	-	-	-	-	-	45%	53%	50%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**22%**	25%	-	25%	-	-	-	-	-	15%	25%	22%
	2016	18%	14%	**21%**	22%	-	22%	-	-	-	-	-	24%	22%	23%
Reading	2017	19%	14%	**28%**	30%	-	30%	-	-	-	-	-	18%	30%	26%
	2016	17%	12%	**25%**	30%	-	30%	-	-	-	-	-	14%	30%	24%
Mathematics	2017	23%	17%	**24%**	28%	-	28%	-	-	-	-	-	21%	28%	26%
	2016	19%	14%	**19%**	23%	-	23%	-	-	-	-	-	34%	23%	27%

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 728
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**11%**	14%	-	14%	-	-	-	-	-	*	14%	9%
	2016	15%	12%	**18%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**56%**	83%	-	83%	-	-	-	-	-	53%	83%	72%
	2016	62%	62%	**54%**	77%	-	77%	-	-	-	-	-	*	77%	70%
Reading	2017	59%	57%	**53%**	89%	-	89%	-	-	-	-	-	*	89%	73%
	2016	60%	61%	**68%**	85%	-	85%	-	-	-	-	-	*	85%	74%
Mathematics	2017	64%	59%	**60%**	77%	-	77%	-	-	-	-	-	*	77%	71%
	2016	63%	63%	**40%**	70%	-	70%	-	-	-	-	-	*	70%	67%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**23%**	37%	-	37%	-	-	-	-	-	18%	37%	30%
	2016	17%	16%	**18%**	43%	-	43%	-	-	-	-	-	*	43%	34%
Reading	2017	17%	16%	**25%**	46%	-	46%	-	-	-	-	-	*	46%	35%
	2016	16%	16%	**27%**	54%	-	54%	-	-	-	-	-	*	54%	45%
Mathematics	2017	20%	16%	**21%**	29%	-	29%	-	-	-	-	-	*	29%	25%
	2016	17%	15%	**9%**	33%	-	33%	-	-	-	-	-	*	33%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	**38%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	43%	44%	**42%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	86%	95%	96%	-	97%	*	100%	91%	93%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	14%	4%	4%	-	3%	*	0%	9%	6%	3%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	*	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	-	100%	*	*	100%	100%	100%
Included in Accountability	94%	94%	**96%**	93%	96%	99%	-	97%	*	*	96%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	7%	3%	0%	-	3%	*	*	4%	3%	2%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	1%	-	0%	*	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	-	0%	*	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.6%**	95.3%	96.6%	96.2%	-	98.4%	*	95.0%	94.7%	96.4%	97.5%
2014-15	95.7%	95.3%	**96.6%**	96.8%	96.6%	95.7%	-	98.2%	*	96.1%	95.6%	96.5%	97.6%

District Name: PASADENA ISD
Campus Name: TEAGUE EL
Campus Number: 101917128

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 728
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	728	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	44	6.0%	4.2%	4.2%
Kindergarten	127	17.4%	6.5%	7.0%
Grade 1	136	18.7%	7.6%	7.4%
Grade 2	133	18.3%	8.0%	7.6%
Grade 3	130	17.9%	7.7%	7.7%
Grade 4	158	21.7%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	46	6.3%	7.6%	12.6%
Hispanic	530	72.8%	82.7%	52.4%
White	82	11.3%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	61	8.4%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	8	1.1%	0.7%	2.2%
Economically Disadvantaged	479	65.8%	77.8%	59.0%
Non-Educationally Disadvantaged	249	34.2%	22.2%	41.0%
English Language Learners (ELL)	258	35.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	361	49.6%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	57			
By Type of Primary Disability				
Students with Intellectual Disabilities	7	12.3%	47.0%	44.5%
Students with Physical Disabilities	28	49.1%	16.5%	21.9%
Students with Autism	15	26.3%	19.1%	12.5%
Students with Behavioral Disabilities	7	12.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	69	11.5%	15.5%	16.2%
By Ethnicity:				
African American	9	1.5%		
Hispanic	44	7.3%		
White	12	2.0%		
American Indian	0	0.0%		
Asian	4	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	6.7%	9.5%	3.8%	21.4%	13.5%	6.8%
Grade 2	3.6%	8.5%	2.4%	10.0%	3.9%	3.1%
Grade 3	3.8%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.2	17.3	18.8
Grade 1	21.8	18.2	18.8
Grade 2	20.2	18.3	18.9
Grade 3	19.8	18.3	19.0
Grade 4	19.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	64.7	100.0%	100.0%	100.0%
Professional Staff:	54.7	84.6%	60.0%	64.0%
Teachers	47.2	73.0%	47.3%	50.0%
Professional Support	5.5	8.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.1%	2.4%	2.9%
Educational Aides:	10.0	15.4%	11.2%	9.6%
Total Minority Staff:	30.0	46.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	8.5%	9.4%	10.2%
Hispanic	15.0	31.8%	34.6%	26.6%
White	27.2	57.7%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.0	6.4%	23.8%	23.7%
Females	44.2	93.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	36.2	76.7%	78.0%	74.5%
Masters	11.0	23.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.2%	7.3%	7.8%
1-5 Years Experience	10.0	21.2%	35.5%	28.0%
6-10 Years Experience	13.2	28.0%	23.5%	20.9%
11-20 Years Experience	16.0	33.9%	23.9%	27.8%
Over 20 Years Experience	6.0	12.7%	9.9%	15.5%
Number of Students per Teacher	15.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	18.0	15.3	15.7
Average Years Experience of Assistant Principals with District	18.0	13.7	10.1
Average Years Experience of Teachers:	11.9	9.2	10.9
Average Years Experience of Teachers with District:	8.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$51,553	$52,776	$48,779
6-10 Years Experience	$52,474	$54,387	$51,184
11-20 Years Experience	$54,775	$54,825	$54,396
Over 20 Years Experience	$54,031	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,195	$54,351	$52,525
Professional Support	$66,481	$70,369	$61,728
Campus Administration (School Leadership)	$91,465	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	167	22.9%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	15	2.1%	5.0%	7.8%
Special Education	57	7.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	12.2	25.8%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	33.3	70.6%	62.9%	72.8%
Special Education	1.7	3.6%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MOORE EL**

Campus Number: **101917129**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**76%**	89%	73%	88%	-	81%	-	*	*	68%	63%
	2016	73%	74%	**74%**	83%	63%	83%	-	100%	-	*	56%	72%	55%
Mathematics	2017	78%	78%	**85%**	89%	83%	100%	-	88%	-	*	*	82%	81%
	2016	75%	76%	**73%**	75%	63%	83%	-	100%	-	*	56%	71%	48%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**69%**	91%	58%	71%	-	94%	-	*	60%	65%	44%
	2016	75%	76%	**87%**	89%	90%	56%	-	91%	-	*	63%	83%	67%
Mathematics	2017	76%	76%	**79%**	91%	70%	86%	-	100%	-	*	60%	78%	62%
	2016	73%	74%	**83%**	78%	80%	89%	-	91%	-	*	63%	80%	70%
Writing	2017	65%	66%	**76%**	91%	65%	100%	-	94%	-	*	60%	70%	53%
	2016	69%	70%	**80%**	89%	78%	56%	-	91%	-	*	*	78%	56%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**77%**	90%	70%	89%	-	92%	-	75%	48%	73%	60%
	2016	75%	72%	**79%**	82%	74%	72%	-	94%	-	100%	55%	77%	59%
Reading	2017	72%	67%	**72%**	90%	65%	80%	-	88%	-	*	44%	66%	52%
	2016	73%	68%	**80%**	86%	76%	67%	-	95%	-	*	59%	78%	60%
Mathematics	2017	79%	77%	**82%**	90%	76%	93%	-	94%	-	*	44%	80%	70%
	2016	76%	76%	**78%**	76%	71%	87%	-	95%	-	*	59%	75%	58%
Writing	2017	67%	66%	**76%**	91%	65%	100%	-	94%	-	*	60%	70%	53%
	2016	69%	68%	**80%**	89%	78%	56%	-	91%	-	*	*	78%	56%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	55%	34%	53%	-	62%	-	*	29%	38%	28%
	2016	45%	39%	**37%**	30%	31%	*	-	67%	-	*	*	35%	16%

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**48%**	70%	41%	53%	-	54%	-	*	29%	40%	28%
	2016	46%	38%	**39%**	40%	35%	*	-	64%	-	*	*	37%	20%
Mathematics	2017	48%	41%	**57%**	60%	50%	67%	-	81%	-	*	35%	57%	48%
	2016	43%	38%	**45%**	30%	36%	50%	-	85%	-	*	*	42%	31%
Writing	2017	38%	33%	**41%**	45%	32%	*	-	65%	-	*	*	45%	29%
	2016	41%	36%	**55%**	*	51%	63%	-	67%	-	*	*	52%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**24%**	25%	20%	32%	-	36%	-	*	11%	23%	16%
	2016	18%	14%	**23%**	14%	17%	18%	-	48%	-	*	*	19%	9%
Reading	2017	19%	14%	**24%**	25%	22%	40%	-	24%	-	*	*	22%	11%
	2016	17%	12%	**21%**	*	16%	*	-	47%	-	*	*	21%	10%
Mathematics	2017	23%	17%	**32%**	25%	26%	33%	-	58%	-	*	*	29%	28%
	2016	19%	14%	**25%**	*	16%	36%	-	53%	-	*	*	19%	10%
Writing	2017	12%	8%	**10%**	*	*	*	-	*	-	*	*	12%	*
	2016	15%	12%	**22%**	*	20%	*	-	41%	-	*	*	17%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**63%**	60%	62%	*	-	63%	-	*	*	60%	61%
	2016	62%	62%	**77%**	75%	72%	83%	-	89%	-	*	*	76%	77%
Reading	2017	59%	57%	**55%**	*	55%	*	-	*	-	*	*	53%	48%
	2016	60%	61%	**83%**	*	81%	*	-	91%	-	*	*	83%	82%
Mathematics	2017	64%	59%	**70%**	50%	69%	*	-	79%	-	*	*	68%	74%
	2016	63%	63%	**72%**	*	64%	89%	-	87%	-	*	*	69%	71%

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**25%**	40%	20%	*	-	29%	-	*	*	22%	28%
	2016	17%	16%	**29%**	38%	22%	44%	-	39%	-	*	*	27%	29%
Reading	2017	17%	16%	**20%**	*	16%	*	-	*	-	*	*	12%	15%
	2016	16%	16%	**33%**	*	30%	*	-	39%	-	*	*	36%	36%
Mathematics	2017	20%	16%	**31%**	50%	24%	*	-	46%	-	*	*	32%	41%
	2016	17%	15%	**25%**	*	14%	56%	-	39%	-	*	*	17%	22%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**50%**	*	86%	*	-	*	-	-	*	50%	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 507
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**77%**	61%	-	61%	-	-	77%	-	77%	36%	64%	60%
	2016	75%	72%	**79%**	54%	-	54%	-	-	76%	-	76%	53%	59%	59%
Reading	2017	72%	67%	**72%**	53%	-	53%	-	-	67%	-	67%	*	56%	52%
	2016	73%	68%	**80%**	57%	-	57%	-	-	73%	-	73%	*	60%	60%
Mathematics	2017	79%	77%	**82%**	73%	-	73%	-	-	83%	-	83%	*	75%	70%
	2016	76%	76%	**78%**	55%	-	55%	-	-	82%	-	82%	*	60%	58%
Writing	2017	67%	66%	**76%**	56%	-	56%	-	-	*	-	*	*	59%	53%
	2016	69%	68%	**80%**	47%	-	47%	-	-	71%	-	71%	*	54%	56%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	33%	-	33%	-	-	*	-	*	*	35%	28%
	2016	45%	39%	**37%**	19%	-	19%	-	-	*	-	*	*	19%	16%
Reading	2017	48%	41%	**48%**	33%	-	33%	-	-	*	-	*	*	35%	28%
	2016	46%	38%	**39%**	24%	-	24%	-	-	*	-	*	*	24%	20%
Mathematics	2017	48%	41%	**57%**	52%	-	52%	-	-	*	-	*	*	58%	48%
	2016	43%	38%	**45%**	27%	-	27%	-	-	100%	-	100%	*	36%	31%
Writing	2017	38%	33%	**41%**	42%	-	42%	-	-	*	-	*	*	36%	29%
	2016	41%	36%	**55%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**24%**	16%	-	16%	-	-	31%	-	31%	*	19%	16%
	2016	18%	14%	**23%**	5%	-	5%	-	-	29%	-	29%	*	10%	9%
Reading	2017	19%	14%	**24%**	13%	-	13%	-	-	*	-	*	*	13%	11%
	2016	17%	12%	**21%**	*	-	*	-	-	*	-	*	*	11%	10%
Mathematics	2017	23%	17%	**32%**	28%	-	28%	-	-	50%	-	50%	*	33%	28%
	2016	19%	14%	**25%**	*	-	*	-	-	*	-	*	*	12%	10%

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 507
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**10%**	*	-	*	-	-	*	-	*	*	*	*
	2016	15%	12%	**22%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**63%**	54%	-	54%	-	-	65%	-	65%	*	57%	57%
	2016	62%	62%	**77%**	67%	-	67%	-	-	75%	-	75%	*	69%	70%
Reading	2017	59%	57%	**55%**	44%	-	44%	-	-	*	-	*	*	46%	45%
	2016	60%	61%	**83%**	78%	-	78%	-	-	*	-	*	*	77%	78%
Mathematics	2017	64%	59%	**70%**	64%	-	64%	-	-	80%	-	80%	*	69%	69%
	2016	63%	63%	**72%**	*	-	*	-	-	*	-	*	*	62%	63%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**25%**	26%	-	26%	-	-	40%	-	40%	*	30%	27%
	2016	17%	16%	**29%**	28%	-	28%	-	-	44%	-	44%	*	33%	33%
Reading	2017	17%	16%	**20%**	20%	-	20%	-	-	*	-	*	*	20%	17%
	2016	16%	16%	**33%**	44%	-	44%	-	-	*	-	*	*	42%	44%
Mathematics	2017	20%	16%	**31%**	32%	-	32%	-	-	60%	-	60%	*	40%	38%
	2016	17%	15%	**25%**	*	-	*	-	-	*	-	*	*	23%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	**50%**	*	-	*	-	-	*	-	*	-	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 507
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	91%	96%	100%	-	100%	-	100%	96%	97%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	9%	4%	0%	-	0%	-	0%	4%	3%	3%
Other Exclusions	1%	2%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**97%**	94%	97%	100%	-	100%	-	100%	93%	98%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	6%	3%	0%	-	0%	-	0%	7%	2%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**97.2%**	96.7%	97.1%	96.7%	-	98.4%	-	96.9%	96.7%	97.2%	97.6%
2014-15	95.7%	95.3%	**97.2%**	97.0%	96.9%	97.1%	-	98.4%	-	96.1%	96.5%	97.2%	97.8%

District Name: PASADENA ISD
Campus Name: MOORE EL
Campus Number: 101917129

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 507
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	507	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	37	7.3%	4.2%	4.2%
Kindergarten	79	15.6%	6.5%	7.0%
Grade 1	86	17.0%	7.6%	7.4%
Grade 2	94	18.5%	8.0%	7.6%
Grade 3	103	20.3%	7.7%	7.7%
Grade 4	108	21.3%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	41	8.1%	7.6%	12.6%
Hispanic	325	64.1%	82.7%	52.4%
White	34	6.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	87	17.2%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	20	3.9%	0.7%	2.2%
Economically Disadvantaged	309	60.9%	77.8%	59.0%
Non-Educationally Disadvantaged	198	39.1%	22.2%	41.0%
English Language Learners (ELL)	201	39.6%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	260	51.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	42			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	45.2%	47.0%	44.5%
Students with Physical Disabilities	11	26.2%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	38	8.9%	15.5%	16.2%
By Ethnicity:				
African American	12	2.8%		
Hispanic	19	4.4%		
White	3	0.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.9%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	8.0%	9.5%	3.8%	22.2%	13.5%	6.8%
Grade 2	5.2%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.0	17.3	18.8
Grade 1	16.8	18.2	18.8
Grade 2	18.5	18.3	18.9
Grade 3	20.5	18.3	19.0
Grade 4	19.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	54.1	100.0%	100.0%	100.0%
Professional Staff:	43.8	81.0%	60.0%	64.0%
Teachers	36.2	66.9%	47.3%	50.0%
Professional Support	5.6	10.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.7%	2.4%	2.9%
Educational Aides:	10.3	19.0%	11.2%	9.6%
Total Minority Staff:	20.8	38.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	5.5%	9.4%	10.2%
Hispanic	10.0	27.6%	34.6%	26.6%
White	23.2	64.1%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.8%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.2	6.0%	23.8%	23.7%
Females	34.0	94.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	28.2	77.9%	78.0%	74.5%
Masters	8.0	22.1%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	7.3%	7.8%
1-5 Years Experience	10.0	27.6%	35.5%	28.0%
6-10 Years Experience	7.2	19.9%	23.5%	20.9%
11-20 Years Experience	10.0	27.6%	23.9%	27.8%
Over 20 Years Experience	8.0	22.1%	9.9%	15.5%
Number of Students per Teacher	14.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	24.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	17.0	15.3	15.7
Average Years Experience of Assistant Principals with District	15.0	13.7	10.1
Average Years Experience of Teachers:	12.7	9.2	10.9
Average Years Experience of Teachers with District:	10.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,418	$50,819	$46,199
1-5 Years Experience	$52,251	$52,776	$48,779
6-10 Years Experience	$52,568	$54,387	$51,184
11-20 Years Experience	$52,480	$54,825	$54,396
Over 20 Years Experience	$57,265	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,462	$54,351	$52,525
Professional Support	$67,494	$70,369	$61,728
Campus Administration (School Leadership)	$92,215	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	179	35.3%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	32	6.3%	5.0%	7.8%
Special Education	42	8.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	7.0	19.5%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	24.9	68.8%	62.9%	72.8%
Special Education	4.2	11.7%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **YOUNG EL**

Campus Number: **101917130**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 732
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**68%**	*	69%	71%	-	*	-	*	*	65%	73%
	2016	73%	74%	**72%**	55%	74%	80%	-	-	*	-	*	73%	76%
Mathematics	2017	78%	78%	**73%**	71%	73%	71%	-	*	-	*	*	72%	77%
	2016	75%	76%	**65%**	55%	65%	80%	-	-	*	-	*	65%	69%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**62%**	55%	62%	67%	-	-	-	-	*	61%	58%
	2016	75%	76%	**76%**	46%	79%	86%	-	*	-	*	*	75%	79%
Mathematics	2017	76%	76%	**72%**	55%	73%	83%	-	-	-	-	*	71%	71%
	2016	73%	74%	**73%**	54%	75%	100%	-	*	-	*	*	72%	77%
Writing	2017	65%	66%	**60%**	55%	59%	75%	-	-	-	-	*	60%	57%
	2016	69%	70%	**60%**	46%	61%	71%	-	*	-	*	*	59%	56%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	55%	67%	74%	-	*	-	*	16%	66%	66%
	2016	75%	72%	**69%**	51%	71%	83%	-	*	*	83%	33%	69%	71%
Reading	2017	72%	67%	**65%**	50%	65%	68%	-	*	-	*	*	63%	65%
	2016	73%	68%	**74%**	50%	77%	82%	-	*	*	*	33%	74%	77%
Mathematics	2017	79%	77%	**73%**	61%	73%	79%	-	*	-	*	33%	72%	73%
	2016	76%	76%	**69%**	54%	70%	88%	-	*	*	*	33%	68%	73%
Writing	2017	67%	66%	**60%**	55%	59%	75%	-	-	-	-	*	60%	57%
	2016	69%	68%	**60%**	46%	61%	71%	-	*	-	*	*	59%	56%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**34%**	*	35%	44%	-	*	-	*	*	32%	33%
	2016	45%	39%	**25%**	*	24%	47%	-	*	*	*	*	23%	21%

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 732
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**41%**	*	42%	50%	-	*	-	*	*	40%	39%
	2016	46%	38%	**37%**	21%	37%	59%	-	*	*	*	*	35%	38%
Mathematics	2017	48%	41%	**36%**	*	37%	50%	-	*	-	*	*	35%	41%
	2016	43%	38%	**28%**	*	28%	53%	-	*	*	*	*	26%	24%
Writing	2017	38%	33%	**35%**	*	32%	64%	-	-	-	-	*	34%	26%
	2016	41%	36%	**30%**	*	27%	*	-	*	-	*	*	26%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**18%**	*	18%	30%	-	*	-	*	*	18%	17%
	2016	18%	14%	**15%**	10%	14%	27%	-	*	*	*	*	14%	14%
Reading	2017	19%	14%	**23%**	*	24%	37%	-	*	-	*	*	23%	20%
	2016	17%	12%	**19%**	*	18%	35%	-	*	*	*	*	17%	17%
Mathematics	2017	23%	17%	**19%**	*	18%	32%	-	*	-	*	*	19%	21%
	2016	19%	14%	**13%**	*	12%	*	-	*	*	*	*	12%	14%
Writing	2017	12%	8%	**7%**	*	5%	*	-	-	-	-	*	7%	6%
	2016	15%	12%	**12%**	*	10%	*	-	*	-	*	*	10%	10%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**63%**	*	62%	75%	-	-	-	-	*	63%	63%
	2016	62%	62%	**62%**	*	66%	*	-	*	-	*	*	62%	75%
Reading	2017	59%	57%	**58%**	*	56%	*	-	-	-	-	*	57%	57%
	2016	60%	61%	**62%**	*	64%	*	-	*	-	*	*	62%	71%
Mathematics	2017	64%	59%	**68%**	*	68%	75%	-	-	-	-	*	68%	69%
	2016	63%	63%	**62%**	*	68%	*	-	*	-	*	*	63%	78%

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 732
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**23%**	*	22%	38%	-	-	-	-	*	23%	23%
	2016	17%	16%	**22%**	*	25%	*	-	*	-	*	*	23%	33%
Reading	2017	17%	16%	**22%**	*	21%	*	-	-	-	-	*	21%	23%
	2016	16%	16%	**22%**	*	23%	*	-	*	-	*	*	24%	33%
Mathematics	2017	20%	16%	**24%**	*	23%	42%	-	-	-	-	*	25%	23%
	2016	17%	15%	**22%**	*	27%	*	-	*	-	*	*	22%	33%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	-	-	*	-	-	*	*	*
Mathematics	2017	43%	44%	**36%**	*	35%	*	-	-	-	-	*	36%	*

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 732
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	67%	-	67%	-	-	-	-	-	59%	67%	66%
	2016	75%	72%	**69%**	73%	*	74%	-	-	-	-	-	54%	73%	71%
Reading	2017	72%	67%	**65%**	67%	-	67%	-	-	-	-	-	50%	67%	65%
	2016	73%	68%	**74%**	79%	*	80%	-	-	-	-	-	60%	79%	77%
Mathematics	2017	79%	77%	**73%**	74%	-	74%	-	-	-	-	-	69%	74%	73%
	2016	76%	76%	**69%**	75%	*	75%	-	-	-	-	-	53%	75%	73%
Writing	2017	67%	66%	**60%**	57%	-	57%	-	-	-	-	-	56%	57%	57%
	2016	69%	68%	**60%**	57%	*	58%	-	-	-	-	-	*	57%	56%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**34%**	37%	-	37%	-	-	-	-	-	*	37%	33%
	2016	45%	39%	**25%**	23%	-	23%	-	-	-	-	-	*	23%	21%
Reading	2017	48%	41%	**41%**	44%	-	44%	-	-	-	-	-	*	44%	39%
	2016	46%	38%	**37%**	42%	-	42%	-	-	-	-	-	*	42%	38%
Mathematics	2017	48%	41%	**36%**	46%	-	46%	-	-	-	-	-	*	46%	41%
	2016	43%	38%	**28%**	25%	-	25%	-	-	-	-	-	*	25%	24%
Writing	2017	38%	33%	**35%**	30%	-	30%	-	-	-	-	-	*	30%	26%
	2016	41%	36%	**30%**	27%	-	27%	-	-	-	-	-	*	27%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**18%**	19%	-	19%	-	-	-	-	-	*	19%	17%
	2016	18%	14%	**15%**	15%	*	15%	-	-	-	-	-	*	15%	14%
Reading	2017	19%	14%	**23%**	23%	-	23%	-	-	-	-	-	*	23%	20%
	2016	17%	12%	**19%**	18%	*	18%	-	-	-	-	-	*	18%	17%
Mathematics	2017	23%	17%	**19%**	23%	-	23%	-	-	-	-	-	*	23%	21%
	2016	19%	14%	**13%**	15%	*	15%	-	-	-	-	-	*	15%	14%

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 732
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**7%**	7%	-	7%	-	-	-	-	-	*	7%	6%
	2016	15%	12%	**12%**	9%	*	9%	-	-	-	-	-	*	9%	10%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**63%**	65%	-	65%	-	-	-	-	-	*	65%	63%
	2016	62%	62%	**62%**	79%	*	79%	-	-	-	-	-	*	79%	75%
Reading	2017	59%	57%	**58%**	61%	-	61%	-	-	-	-	-	*	61%	56%
	2016	60%	61%	**62%**	77%	*	78%	-	-	-	-	-	*	77%	73%
Mathematics	2017	64%	59%	**68%**	69%	-	69%	-	-	-	-	-	*	69%	70%
	2016	63%	63%	**62%**	81%	*	80%	-	-	-	-	-	*	81%	78%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**23%**	26%	-	26%	-	-	-	-	-	*	26%	23%
	2016	17%	16%	**22%**	36%	*	36%	-	-	-	-	-	*	36%	35%
Reading	2017	17%	16%	**22%**	26%	-	26%	-	-	-	-	-	*	26%	23%
	2016	16%	16%	**22%**	37%	*	37%	-	-	-	-	-	*	37%	36%
Mathematics	2017	20%	16%	**24%**	27%	-	27%	-	-	-	-	-	*	27%	24%
	2016	17%	15%	**22%**	35%	*	35%	-	-	-	-	-	*	35%	34%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**36%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 732
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**90%**	81%	92%	81%	-	*	-	*	90%	90%	91%
Not Included in Accountability													
Mobile	4%	4%	**8%**	19%	6%	16%	-	*	-	*	10%	8%	6%
Other Exclusions	1%	2%	**2%**	0%	2%	3%	-	*	-	*	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	99%
Included in Accountability	94%	94%	**88%**	80%	89%	91%	-	50%	*	100%	80%	87%	89%
Not Included in Accountability													
Mobile	4%	4%	**9%**	20%	8%	4%	-	50%	*	0%	12%	10%	7%
Other Exclusions	1%	1%	**2%**	0%	3%	4%	-	0%	*	0%	8%	3%	4%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	*	0%	0%	0%	1%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	1%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.9%**	94.2%	96.4%	94.2%	*	*	*	*	93.0%	95.9%	96.9%
2014-15	95.7%	95.3%	**96.0%**	94.5%	96.4%	93.4%	*	*	*	*	94.6%	96.0%	97.1%

District Name: PASADENA ISD
Campus Name: YOUNG EL
Campus Number: 101917130

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 732
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	732	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	1	0.1%	0.3%	0.3%
Pre-Kindergarten	44	6.0%	4.2%	4.2%
Kindergarten	129	17.6%	6.5%	7.0%
Grade 1	139	19.0%	7.6%	7.4%
Grade 2	131	17.9%	8.0%	7.6%
Grade 3	139	19.0%	7.7%	7.7%
Grade 4	149	20.4%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	66	9.0%	7.6%	12.6%
Hispanic	594	81.1%	82.7%	52.4%
White	62	8.5%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	7	1.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	658	89.9%	77.8%	59.0%
Non-Educationally Disadvantaged	74	10.1%	22.2%	41.0%
English Language Learners (ELL)	410	56.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	511	69.8%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	48			
By Type of Primary Disability				
Students with Intellectual Disabilities	12	25.0%	47.0%	44.5%
Students with Physical Disabilities	25	52.1%	16.5%	21.9%
Students with Autism	5	10.4%	19.1%	12.5%
Students with Behavioral Disabilities	6	12.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	170	25.7%	15.5%	16.2%
By Ethnicity:				
African American	36	5.4%		
Hispanic	114	17.2%		
White	16	2.4%		
American Indian	1	0.2%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	9.4%	9.5%	3.8%	0.0%	13.5%	6.8%
Grade 2	6.7%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.7%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	1.6%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.7	17.3	18.8
Grade 1	18.8	18.2	18.8
Grade 2	17.3	18.3	18.9
Grade 3	18.3	18.3	19.0
Grade 4	17.8	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	63.2	100.0%	100.0%	100.0%
Professional Staff:	53.0	83.8%	60.0%	64.0%
Teachers	45.6	72.3%	47.3%	50.0%
Professional Support	5.3	8.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.2%	2.4%	2.9%
Educational Aides:	10.2	16.2%	11.2%	9.6%
Total Minority Staff:	35.1	55.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	9.4%	10.2%
Hispanic	21.0	46.0%	34.6%	26.6%
White	21.6	47.4%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	4.4%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	8.8%	23.8%	23.7%
Females	41.6	91.2%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	37.9	83.1%	78.0%	74.5%
Masters	7.7	16.9%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.8	6.2%	7.3%	7.8%
1-5 Years Experience	15.1	33.1%	35.5%	28.0%
6-10 Years Experience	8.0	17.5%	23.5%	20.9%
11-20 Years Experience	14.0	30.7%	23.9%	27.8%
Over 20 Years Experience	5.7	12.5%	9.9%	15.5%
Number of Students per Teacher	16.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	46.0	20.4	19.5
Average Years Experience of Principals with District	46.0	19.3	12.2
Average Years Experience of Assistant Principals	24.0	15.3	15.7
Average Years Experience of Assistant Principals with District	14.0	13.7	10.1
Average Years Experience of Teachers:	10.6	9.2	10.9
Average Years Experience of Teachers with District:	9.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,019	$50,819	$46,199
1-5 Years Experience	$52,543	$52,776	$48,779
6-10 Years Experience	$54,804	$54,387	$51,184
11-20 Years Experience	$48,595	$54,825	$54,396
Over 20 Years Experience	$57,007	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,194	$54,351	$52,525
Professional Support	$70,423	$70,369	$61,728
Campus Administration (School Leadership)	$98,995	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	348	47.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	16	2.2%	5.0%	7.8%
Special Education	48	6.6%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	19.7	43.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	23.3	51.1%	62.9%	72.8%
Special Education	2.6	5.7%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SPARKS ELEMENTARY**

Campus Number: **101917131**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

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District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**68%**	*	67%	*	-	-	-	*	*	64%	71%
	2016	73%	74%	**63%**	*	63%	*	-	-	-	-	*	62%	69%
Mathematics	2017	78%	78%	**79%**	*	79%	*	-	-	-	*	*	81%	89%
	2016	75%	76%	**83%**	*	82%	*	-	-	-	-	62%	82%	85%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**63%**	*	64%	*	-	-	-	-	38%	61%	59%
	2016	75%	76%	**78%**	*	82%	*	-	-	-	-	*	76%	81%
Mathematics	2017	76%	76%	**76%**	*	76%	*	-	-	-	-	46%	76%	88%
	2016	73%	74%	**87%**	*	88%	*	-	-	-	-	*	85%	85%
Writing	2017	65%	66%	**60%**	*	60%	*	-	-	-	-	*	60%	44%
	2016	69%	70%	**72%**	*	75%	*	-	-	-	-	*	70%	73%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**69%**	75%	69%	*	-	-	-	83%	42%	68%	71%
	2016	75%	72%	**76%**	60%	77%	*	-	-	-	-	36%	75%	78%
Reading	2017	72%	67%	**66%**	*	66%	*	-	-	-	*	43%	63%	65%
	2016	73%	68%	**70%**	*	71%	*	-	-	-	-	23%	68%	74%
Mathematics	2017	79%	77%	**78%**	*	78%	*	-	-	-	*	48%	78%	89%
	2016	76%	76%	**85%**	*	84%	*	-	-	-	-	55%	83%	85%
Writing	2017	67%	66%	**60%**	*	60%	*	-	-	-	-	*	60%	44%
	2016	69%	68%	**72%**	*	75%	*	-	-	-	-	*	70%	73%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**31%**	*	32%	*	-	-	-	*	37%	30%	30%
	2016	45%	39%	**27%**	*	27%	*	-	-	-	-	*	24%	22%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**40%**	*	40%	*	-	-	-	*	42%	38%	43%
	2016	46%	38%	**34%**	*	35%	*	-	-	-	-	*	29%	31%
Mathematics	2017	48%	41%	**34%**	*	35%	*	-	-	-	*	37%	34%	38%
	2016	43%	38%	**34%**	*	34%	*	-	-	-	-	*	32%	36%
Writing	2017	38%	33%	**35%**	*	36%	*	-	-	-	-	*	35%	33%
	2016	41%	36%	**37%**	*	39%	*	-	-	-	-	*	33%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**20%**	*	21%	*	-	-	-	*	*	18%	28%
	2016	18%	14%	**18%**	*	18%	*	-	-	-	-	*	17%	24%
Reading	2017	19%	14%	**22%**	*	22%	*	-	-	-	*	*	19%	25%
	2016	17%	12%	**13%**	*	13%	*	-	-	-	-	*	13%	17%
Mathematics	2017	23%	17%	**25%**	*	26%	*	-	-	-	*	*	25%	39%
	2016	19%	14%	**23%**	*	22%	*	-	-	-	-	*	21%	32%
Writing	2017	12%	8%	**6%**	*	7%	*	-	-	-	-	*	*	*
	2016	15%	12%	**20%**	*	21%	*	-	-	-	-	*	17%	19%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**65%**	*	64%	*	-	-	-	-	46%	64%	72%
	2016	62%	62%	**80%**	*	81%	*	-	-	-	-	*	81%	80%
Reading	2017	59%	57%	**60%**	*	60%	*	-	-	-	-	*	59%	61%
	2016	60%	61%	**76%**	*	79%	*	-	-	-	-	*	78%	79%
Mathematics	2017	64%	59%	**70%**	*	69%	*	-	-	-	-	*	70%	82%
	2016	63%	63%	**84%**	*	83%	*	-	-	-	-	*	84%	81%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**32%**	*	32%	*	-	-	-	-	21%	31%	39%
	2016	17%	16%	**35%**	*	35%	*	-	-	-	-	*	35%	46%
Reading	2017	17%	16%	**27%**	*	28%	*	-	-	-	-	*	24%	30%
	2016	16%	16%	**29%**	*	31%	*	-	-	-	-	*	28%	40%
Mathematics	2017	20%	16%	**37%**	*	37%	*	-	-	-	-	*	38%	49%
	2016	17%	15%	**41%**	*	39%	*	-	-	-	-	*	42%	52%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	*	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	*	*	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 507
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**69%**	73%	-	73%	-	-	-	-	-	53%	73%	71%
	2016	75%	72%	**76%**	81%	-	81%	-	-	-	-	-	50%	81%	78%
Reading	2017	72%	67%	**66%**	67%	-	67%	-	-	-	-	-	*	67%	65%
	2016	73%	68%	**70%**	77%	-	77%	-	-	-	-	-	*	77%	74%
Mathematics	2017	79%	77%	**78%**	91%	-	91%	-	-	-	-	-	75%	91%	89%
	2016	76%	76%	**85%**	85%	-	85%	-	-	-	-	-	*	85%	85%
Writing	2017	67%	66%	**60%**	48%	-	48%	-	-	-	-	-	*	48%	44%
	2016	69%	68%	**72%**	79%	-	79%	-	-	-	-	-	*	79%	73%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**31%**	30%	-	30%	-	-	-	-	-	*	30%	30%
	2016	45%	39%	**27%**	26%	-	26%	-	-	-	-	-	*	26%	22%
Reading	2017	48%	41%	**40%**	47%	-	47%	-	-	-	-	-	*	47%	43%
	2016	46%	38%	**34%**	35%	-	35%	-	-	-	-	-	*	35%	31%
Mathematics	2017	48%	41%	**34%**	40%	-	40%	-	-	-	-	-	*	40%	38%
	2016	43%	38%	**34%**	42%	-	42%	-	-	-	-	-	*	42%	36%
Writing	2017	38%	33%	**35%**	40%	-	40%	-	-	-	-	-	*	40%	33%
	2016	41%	36%	**37%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**20%**	28%	-	28%	-	-	-	-	-	*	28%	28%
	2016	18%	14%	**18%**	26%	-	26%	-	-	-	-	-	*	26%	24%
Reading	2017	19%	14%	**22%**	25%	-	25%	-	-	-	-	-	*	25%	25%
	2016	17%	12%	**13%**	18%	-	18%	-	-	-	-	-	*	18%	17%
Mathematics	2017	23%	17%	**25%**	41%	-	41%	-	-	-	-	-	*	41%	39%
	2016	19%	14%	**23%**	35%	-	35%	-	-	-	-	-	*	35%	32%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 507
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**6%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**20%**	21%	-	21%	-	-	-	-	-	*	21%	19%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**65%**	75%	-	75%	-	-	-	-	-	*	75%	73%
	2016	62%	62%	**80%**	81%	-	81%	-	-	-	-	-	*	81%	80%
Reading	2017	59%	57%	**60%**	63%	-	63%	-	-	-	-	-	*	63%	62%
	2016	60%	61%	**76%**	80%	-	80%	-	-	-	-	-	*	80%	79%
Mathematics	2017	64%	59%	**70%**	88%	-	88%	-	-	-	-	-	*	88%	85%
	2016	63%	63%	**84%**	83%	-	83%	-	-	-	-	-	*	83%	81%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**32%**	44%	-	44%	-	-	-	-	-	*	44%	40%
	2016	17%	16%	**35%**	49%	-	49%	-	-	-	-	-	*	49%	46%
Reading	2017	17%	16%	**27%**	33%	-	33%	-	-	-	-	-	*	33%	31%
	2016	16%	16%	**29%**	43%	-	43%	-	-	-	-	-	*	43%	40%
Mathematics	2017	20%	16%	**37%**	54%	-	54%	-	-	-	-	-	*	54%	50%
	2016	17%	15%	**41%**	55%	-	55%	-	-	-	-	-	*	55%	52%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**88%**	100%	87%	100%	-	-	-	100%	86%	87%	89%
Not Included in Accountability													
Mobile	4%	4%	**11%**	0%	12%	0%	-	-	-	0%	14%	12%	8%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	-	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	94%	**90%**	67%	90%	100%	-	-	-	-	96%	91%	89%
Not Included in Accountability													
Mobile	4%	4%	**9%**	33%	8%	0%	-	-	-	-	4%	8%	8%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	-	-	-	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	92.9%	96.3%	95.6%	*	-	-	*	94.8%	96.2%	97.2%
2014-15	95.7%	95.3%	**96.1%**	95.1%	96.2%	93.2%	-	-	-	*	94.3%	96.0%	96.9%

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	507	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	15	3.0%	0.3%	0.3%
Pre-Kindergarten	58	11.4%	4.2%	4.2%
Kindergarten	84	16.6%	6.5%	7.0%
Grade 1	82	16.2%	7.6%	7.4%
Grade 2	87	17.2%	8.0%	7.6%
Grade 3	89	17.6%	7.7%	7.7%
Grade 4	92	18.1%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	25	4.9%	7.6%	12.6%
Hispanic	459	90.5%	82.7%	52.4%
White	19	3.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	3	0.6%	0.7%	2.2%
Economically Disadvantaged	452	89.2%	77.8%	59.0%
Non-Educationally Disadvantaged	55	10.8%	22.2%	41.0%
English Language Learners (ELL)	231	45.6%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	335	66.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	21.3%	47.0%	44.5%
Students with Physical Disabilities	20	32.8%	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	13	21.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	94	23.5%	15.5%	16.2%
By Ethnicity:				
African American	4	1.0%		
Hispanic	80	20.0%		
White	9	2.3%		
American Indian	1	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	14.1%	9.5%	3.8%	36.4%	13.5%	6.8%
Grade 2	17.3%	8.5%	2.4%	7.7%	3.9%	3.1%
Grade 3	10.4%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	3.5%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	17.3	18.8
Grade 1	14.3	18.2	18.8
Grade 2	14.7	18.3	18.9
Grade 3	16.7	18.3	19.0
Grade 4	18.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: SPARKS ELEMENTARY
Campus Number: 101917131

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 507
Grade Span: EE - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.1	100.0%	100.0%	100.0%
Professional Staff:	44.8	78.5%	60.0%	64.0%
Teachers	36.8	64.4%	47.3%	50.0%
Professional Support	6.0	10.6%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.5%	2.4%	2.9%
Educational Aides:	12.3	21.5%	11.2%	9.6%
Total Minority Staff:	31.1	54.5%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.4%	10.2%
Hispanic	16.8	45.8%	34.6%	26.6%
White	18.9	51.5%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.7%	1.1%	1.1%
Males	2.9	8.0%	23.8%	23.7%
Females	33.8	92.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	31.8	86.4%	78.0%	74.5%
Masters	5.0	13.6%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.8	10.4%	7.3%	7.8%
1-5 Years Experience	17.8	48.5%	35.5%	28.0%
6-10 Years Experience	4.0	10.9%	23.5%	20.9%
11-20 Years Experience	8.1	22.0%	23.9%	27.8%
Over 20 Years Experience	3.0	8.2%	9.9%	15.5%
Number of Students per Teacher	13.8	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	27.0	20.4	19.5
Average Years Experience of Principals with District	27.0	19.3	12.2
Average Years Experience of Assistant Principals	18.0	15.3	15.7
Average Years Experience of Assistant Principals with District	18.0	13.7	10.1
Average Years Experience of Teachers:	7.8	9.2	10.9
Average Years Experience of Teachers with District:	6.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,763	$50,819	$46,199
1-5 Years Experience	$52,231	$52,776	$48,779
6-10 Years Experience	$54,661	$54,387	$51,184
11-20 Years Experience	$58,582	$54,825	$54,396
Over 20 Years Experience	$54,201	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,902	$54,351	$52,525
Professional Support	$64,554	$70,369	$61,728
Campus Administration (School Leadership)	$93,525	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	211	41.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	14	2.8%	5.0%	7.8%
Special Education	61	12.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	13.3	36.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	20.8	56.6%	62.9%	72.8%
Special Education	2.7	7.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **TURNER EL**

Campus Number: **101917132**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**84%**	*	84%	89%	*	*	-	*	75%	79%	80%
	2016	73%	74%	**85%**	*	82%	89%	-	*	-	*	*	75%	55%
Mathematics	2017	78%	78%	**86%**	*	86%	89%	*	100%	-	*	95%	84%	87%
	2016	75%	76%	**78%**	*	74%	84%	-	*	-	*	*	68%	64%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**82%**	*	81%	83%	*	*	-	*	*	83%	56%
	2016	75%	76%	**92%**	*	91%	96%	-	100%	-	*	*	88%	100%
Mathematics	2017	76%	76%	**90%**	*	87%	97%	*	*	-	*	*	85%	78%
	2016	73%	74%	**83%**	*	78%	92%	-	100%	-	*	*	84%	86%
Writing	2017	65%	66%	**76%**	*	69%	87%	*	*	-	*	*	71%	*
	2016	69%	70%	**89%**	*	88%	92%	-	100%	-	*	*	88%	86%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**84%**	*	81%	89%	100%	95%	-	100%	63%	81%	70%
	2016	75%	72%	**85%**	100%	82%	90%	-	100%	-	*	45%	81%	74%
Reading	2017	72%	67%	**83%**	*	82%	86%	*	89%	-	*	55%	81%	71%
	2016	73%	68%	**89%**	100%	86%	92%	-	100%	-	*	46%	82%	72%
Mathematics	2017	79%	77%	**88%**	*	86%	92%	*	100%	-	*	79%	85%	83%
	2016	76%	76%	**80%**	100%	76%	87%	-	100%	-	*	46%	77%	72%
Writing	2017	67%	66%	**76%**	*	69%	87%	*	*	-	*	*	71%	*
	2016	69%	68%	**89%**	*	88%	92%	-	100%	-	*	*	88%	86%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**51%**	*	45%	63%	*	78%	-	*	45%	45%	38%
	2016	45%	39%	**40%**	*	33%	53%	-	75%	-	*	*	40%	28%

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**60%**	*	57%	68%	*	78%	-	*	48%	57%	38%
	2016	46%	38%	**47%**	*	41%	58%	-	83%	-	*	*	42%	28%
Mathematics	2017	48%	41%	**57%**	*	52%	66%	*	89%	-	*	52%	53%	58%
	2016	43%	38%	**44%**	*	35%	55%	-	83%	-	*	*	41%	33%
Writing	2017	38%	33%	**39%**	*	34%	57%	*	*	-	*	*	27%	*
	2016	41%	36%	**60%**	*	54%	71%	-	89%	-	*	*	60%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**28%**	*	25%	35%	*	41%	-	*	7%	24%	23%
	2016	18%	14%	**23%**	*	15%	36%	-	48%	-	*	*	20%	*
Reading	2017	19%	14%	**36%**	*	34%	42%	*	*	-	*	*	30%	25%
	2016	17%	12%	**23%**	*	18%	34%	-	*	-	*	*	20%	*
Mathematics	2017	23%	17%	**30%**	*	26%	35%	*	56%	-	*	*	23%	25%
	2016	19%	14%	**20%**	*	12%	31%	-	58%	-	*	*	20%	*
Writing	2017	12%	8%	**11%**	*	7%	20%	*	*	-	*	*	13%	*
	2016	15%	12%	**26%**	*	14%	50%	-	56%	-	*	*	21%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**67%**	*	66%	68%	*	*	-	*	*	66%	*
	2016	62%	62%	**48%**	*	47%	*	-	*	-	*	*	52%	*
Reading	2017	59%	57%	**69%**	*	66%	70%	*	*	-	*	*	67%	*
	2016	60%	61%	**49%**	*	51%	*	-	*	-	*	*	51%	*
Mathematics	2017	64%	59%	**66%**	*	66%	67%	*	*	-	*	*	65%	*
	2016	63%	63%	**46%**	*	*	*	-	*	-	*	*	*	*

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**21%**	*	19%	23%	*	*	-	*	*	18%	*
	2016	17%	16%	**7%**	*	9%	*	-	*	-	*	*	10%	*
Reading	2017	17%	16%	**21%**	*	20%	23%	*	*	-	*	*	20%	*
	2016	16%	16%	**9%**	*	15%	*	-	*	-	*	*	15%	*
Mathematics	2017	20%	16%	**21%**	*	18%	23%	*	*	-	*	*	17%	*
	2016	17%	15%	**5%**	*	*	*	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	-	*	*	-	-	-	-	*	*	-
Mathematics	2017	43%	44%	**67%**	-	57%	*	-	-	-	*	*	70%	*

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 620
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**84%**	*	-	*	-	-	-	-	-	69%	*	70%
	2016	75%	72%	**85%**	-	-	-	-	-	-	-	-	74%	-	74%
Reading	2017	72%	67%	**83%**	*	-	*	-	-	-	-	-	70%	*	71%
	2016	73%	68%	**89%**	-	-	-	-	-	-	-	-	72%	-	72%
Mathematics	2017	79%	77%	**88%**	*	-	*	-	-	-	-	-	83%	*	83%
	2016	76%	76%	**80%**	-	-	-	-	-	-	-	-	72%	-	72%
Writing	2017	67%	66%	**76%**	-	-	-	-	-	-	-	-	*	-	*
	2016	69%	68%	**89%**	-	-	-	-	-	-	-	-	86%	-	86%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**51%**	*	-	*	-	-	-	-	-	35%	*	38%
	2016	45%	39%	**40%**	-	-	-	-	-	-	-	-	28%	-	28%
Reading	2017	48%	41%	**60%**	*	-	*	-	-	-	-	-	35%	*	38%
	2016	46%	38%	**47%**	-	-	-	-	-	-	-	-	28%	-	28%
Mathematics	2017	48%	41%	**57%**	*	-	*	-	-	-	-	-	57%	*	58%
	2016	43%	38%	**44%**	-	-	-	-	-	-	-	-	33%	-	33%
Writing	2017	38%	33%	**39%**	-	-	-	-	-	-	-	-	*	-	*
	2016	41%	36%	**60%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**28%**	*	-	*	-	-	-	-	-	22%	*	23%
	2016	18%	14%	**23%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	19%	14%	**36%**	*	-	*	-	-	-	-	-	26%	*	25%
	2016	17%	12%	**23%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	23%	17%	**30%**	*	-	*	-	-	-	-	-	22%	*	25%
	2016	19%	14%	**20%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 620
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**11%**	-	-	-	-	-	-	-	-	*	-	*
	2016	15%	12%	**26%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**67%**	-	-	-	-	-	-	-	-	*	-	*
	2016	62%	62%	**48%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	59%	57%	**69%**	-	-	-	-	-	-	-	-	*	-	*
	2016	60%	61%	**49%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	64%	59%	**66%**	-	-	-	-	-	-	-	-	*	-	*
	2016	63%	63%	**46%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**21%**	-	-	-	-	-	-	-	-	*	-	*
	2016	17%	16%	**7%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	17%	16%	**21%**	-	-	-	-	-	-	-	-	*	-	*
	2016	16%	16%	**9%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	20%	16%	**21%**	-	-	-	-	-	-	-	-	*	-	*
	2016	17%	15%	**5%**	-	-	-	-	-	-	-	-	*	-	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	43%	44%	**67%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**97%**	100%	97%	96%	100%	100%	-	100%	100%	97%	100%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	4%	0%	0%	-	0%	0%	3%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	71%	95%	98%	*	100%	-	100%	94%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	29%	5%	2%	*	0%	-	0%	6%	7%	9%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.7%**	96.9%	96.6%	96.8%	*	97.7%	-	95.4%	95.5%	96.6%	97.1%
2014-15	95.7%	95.3%	**96.4%**	96.4%	96.4%	96.2%	*	98.3%	-	95.0%	95.7%	96.4%	96.7%

District Name: PASADENA ISD
Campus Name: TURNER EL
Campus Number: 101917132

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 620
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	620	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	8	1.3%	0.3%	0.3%
Pre-Kindergarten	77	12.4%	4.2%	4.2%
Kindergarten	91	14.7%	6.5%	7.0%
Grade 1	103	16.6%	7.6%	7.4%
Grade 2	111	17.9%	8.0%	7.6%
Grade 3	117	18.9%	7.7%	7.7%
Grade 4	113	18.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	17	2.7%	7.6%	12.6%
Hispanic	400	64.5%	82.7%	52.4%
White	168	27.1%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	28	4.5%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	0.8%	0.7%	2.2%
Economically Disadvantaged	309	49.8%	77.8%	59.0%
Non-Educationally Disadvantaged	311	50.2%	22.2%	41.0%
English Language Learners (ELL)	64	10.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	178	28.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	71			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	31.0%	47.0%	44.5%
Students with Physical Disabilities	23	32.4%	16.5%	21.9%
Students with Autism	14	19.7%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	61	12.4%	15.5%	16.2%
By Ethnicity:				
African American	9	1.8%		
Hispanic	38	7.7%		
White	11	2.2%		
American Indian	1	0.2%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	4.7%	9.5%	3.8%	25.0%	13.5%	6.8%
Grade 2	0.0%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	0.9%	3.5%	1.6%	10.0%	1.0%	1.2%
Grade 4	0.0%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.6	17.3	18.8
Grade 1	19.8	18.2	18.8
Grade 2	21.4	18.3	18.9
Grade 3	21.3	18.3	19.0
Grade 4	22.1	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.0	100.0%	100.0%	100.0%
Professional Staff:	46.2	78.3%	60.0%	64.0%
Teachers	38.2	64.7%	47.3%	50.0%
Professional Support	6.0	10.2%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.4%	2.4%	2.9%
Educational Aides:	12.8	21.7%	11.2%	9.6%
Total Minority Staff:	10.4	17.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	9.4%	10.2%
Hispanic	3.0	7.9%	34.6%	26.6%
White	34.1	89.5%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.6%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	2.6%	23.8%	23.7%
Females	37.2	97.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	31.9	83.7%	78.0%	74.5%
Masters	6.2	16.3%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	7.3%	7.8%
1-5 Years Experience	15.0	39.3%	35.5%	28.0%
6-10 Years Experience	5.2	13.7%	23.5%	20.9%
11-20 Years Experience	13.7	35.9%	23.9%	27.8%
Over 20 Years Experience	3.2	8.4%	9.9%	15.5%
Number of Students per Teacher	16.3	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	33.0	20.4	19.5
Average Years Experience of Principals with District	33.0	19.3	12.2
Average Years Experience of Assistant Principals	22.0	15.3	15.7
Average Years Experience of Assistant Principals with District	21.0	13.7	10.1
Average Years Experience of Teachers:	11.4	9.2	10.9
Average Years Experience of Teachers with District:	10.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$54,140	$52,776	$48,779
6-10 Years Experience	$51,332	$54,387	$51,184
11-20 Years Experience	$48,737	$54,825	$54,396
Over 20 Years Experience	$57,745	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,034	$54,351	$52,525
Professional Support	$71,599	$70,369	$61,728
Campus Administration (School Leadership)	$91,915	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	1	0.2%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	27	4.4%	5.0%	7.8%
Special Education	71	11.5%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	33.4	87.5%	62.9%	72.8%
Special Education	4.8	12.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORALES ELEMENTARY**

Campus Number: **101917133**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 538
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**77%**	-	79%	*	-	-	-	-	*	76%	67%
	2016	73%	74%	**76%**	-	75%	*	-	-	-	-	*	73%	77%
Mathematics	2017	78%	78%	**88%**	-	88%	*	-	-	-	-	*	86%	80%
	2016	75%	76%	**78%**	-	77%	*	-	-	-	-	*	77%	87%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**72%**	-	70%	*	-	-	-	-	*	69%	63%
	2016	75%	76%	**74%**	*	77%	*	-	-	-	-	*	70%	69%
Mathematics	2017	76%	76%	**79%**	-	78%	*	-	-	-	-	*	77%	74%
	2016	73%	74%	**70%**	*	72%	*	-	-	-	-	*	69%	81%
Writing	2017	65%	66%	**63%**	-	61%	*	-	-	-	-	*	59%	63%
	2016	69%	70%	**70%**	*	74%	*	-	-	-	-	*	66%	74%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**76%**	-	76%	82%	-	-	-	-	39%	74%	70%
	2016	75%	72%	**74%**	*	75%	62%	-	-	-	-	33%	71%	77%
Reading	2017	72%	67%	**75%**	-	75%	67%	-	-	-	-	*	73%	65%
	2016	73%	68%	**75%**	*	76%	75%	-	-	-	-	38%	72%	72%
Mathematics	2017	79%	77%	**84%**	-	83%	89%	-	-	-	-	53%	82%	78%
	2016	76%	76%	**74%**	*	75%	75%	-	-	-	-	31%	73%	83%
Writing	2017	67%	66%	**63%**	-	61%	*	-	-	-	-	*	59%	63%
	2016	69%	68%	**70%**	*	74%	*	-	-	-	-	*	66%	74%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**43%**	-	44%	*	-	-	-	-	*	40%	42%
	2016	45%	39%	**35%**	*	36%	*	-	-	-	-	*	32%	42%

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 538
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**53%**	-	54%	*	-	-	-	-	*	50%	48%
	2016	46%	38%	**44%**	*	44%	*	-	-	-	-	*	40%	47%
Mathematics	2017	48%	41%	**55%**	-	55%	*	-	-	-	-	36%	51%	52%
	2016	43%	38%	**35%**	*	37%	*	-	-	-	-	*	34%	48%
Writing	2017	38%	33%	**36%**	-	36%	*	-	-	-	-	*	33%	50%
	2016	41%	36%	**44%**	*	47%	*	-	-	-	-	*	41%	47%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**22%**	-	23%	*	-	-	-	-	*	19%	21%
	2016	18%	14%	**18%**	*	19%	*	-	-	-	-	*	16%	22%
Reading	2017	19%	14%	**25%**	-	25%	*	-	-	-	-	*	22%	21%
	2016	17%	12%	**20%**	*	19%	*	-	-	-	-	*	15%	18%
Mathematics	2017	23%	17%	**26%**	-	27%	*	-	-	-	-	*	21%	26%
	2016	19%	14%	**19%**	*	20%	*	-	-	-	-	*	18%	29%
Writing	2017	12%	8%	**9%**	-	9%	*	-	-	-	-	*	7%	*
	2016	15%	12%	**14%**	*	14%	*	-	-	-	-	*	12%	14%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**65%**	-	64%	*	-	-	-	-	*	62%	65%
	2016	62%	62%	**53%**	*	54%	*	-	-	-	-	*	54%	62%
Reading	2017	59%	57%	**59%**	-	59%	*	-	-	-	-	*	57%	56%
	2016	60%	61%	**58%**	*	58%	*	-	-	-	-	*	56%	57%
Mathematics	2017	64%	59%	**71%**	-	70%	*	-	-	-	-	*	68%	75%
	2016	63%	63%	**48%**	*	49%	*	-	-	-	-	*	51%	67%

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 538
Grade Span: EE - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**27%**	-	28%	*	-	-	-	-	*	25%	32%
	2016	17%	16%	**18%**	*	18%	*	-	-	-	-	*	16%	24%
Reading	2017	17%	16%	**27%**	-	28%	*	-	-	-	-	*	23%	31%
	2016	16%	16%	**16%**	*	15%	*	-	-	-	-	*	14%	14%
Mathematics	2017	20%	16%	**27%**	-	28%	*	-	-	-	-	*	26%	33%
	2016	17%	15%	**19%**	*	20%	*	-	-	-	-	*	19%	33%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**31%**	-	31%	-	-	-	-	-	*	33%	*

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 538
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	71%	-	71%	-	-	-	-	-	66%	71%	70%
	2016	75%	72%	**74%**	79%	-	79%	-	-	-	-	-	65%	79%	77%
Reading	2017	72%	67%	**75%**	65%	-	65%	-	-	-	-	-	67%	65%	65%
	2016	73%	68%	**75%**	75%	-	75%	-	-	-	-	-	60%	75%	72%
Mathematics	2017	79%	77%	**84%**	79%	-	79%	-	-	-	-	-	72%	79%	78%
	2016	76%	76%	**74%**	84%	-	84%	-	-	-	-	-	80%	84%	83%
Writing	2017	67%	66%	**63%**	67%	-	67%	-	-	-	-	-	*	67%	63%
	2016	69%	68%	**70%**	78%	-	78%	-	-	-	-	-	*	78%	74%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**43%**	45%	-	45%	-	-	-	-	-	33%	45%	42%
	2016	45%	39%	**35%**	42%	-	42%	-	-	-	-	-	*	42%	42%
Reading	2017	48%	41%	**53%**	51%	-	51%	-	-	-	-	-	39%	51%	48%
	2016	46%	38%	**44%**	49%	-	49%	-	-	-	-	-	*	49%	47%
Mathematics	2017	48%	41%	**55%**	57%	-	57%	-	-	-	-	-	39%	57%	52%
	2016	43%	38%	**35%**	47%	-	47%	-	-	-	-	-	50%	47%	48%
Writing	2017	38%	33%	**36%**	56%	-	56%	-	-	-	-	-	*	56%	50%
	2016	41%	36%	**44%**	50%	-	50%	-	-	-	-	-	*	50%	47%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**22%**	23%	-	23%	-	-	-	-	-	14%	23%	21%
	2016	18%	14%	**18%**	23%	-	23%	-	-	-	-	-	*	23%	22%
Reading	2017	19%	14%	**25%**	22%	-	22%	-	-	-	-	-	*	22%	21%
	2016	17%	12%	**20%**	22%	-	22%	-	-	-	-	-	*	22%	18%
Mathematics	2017	23%	17%	**26%**	29%	-	29%	-	-	-	-	-	*	29%	26%
	2016	19%	14%	**19%**	30%	-	30%	-	-	-	-	-	*	30%	29%

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 538
Grade Span: EE - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**9%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**14%**	*	-	*	-	-	-	-	-	*	*	14%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**65%**	69%	-	69%	-	-	-	-	-	*	69%	65%
	2016	62%	62%	**53%**	74%	-	74%	-	-	-	-	-	*	74%	72%
Reading	2017	59%	57%	**59%**	63%	-	63%	-	-	-	-	-	*	63%	56%
	2016	60%	61%	**58%**	69%	-	69%	-	-	-	-	-	*	69%	69%
Mathematics	2017	64%	59%	**71%**	74%	-	74%	-	-	-	-	-	*	74%	74%
	2016	63%	63%	**48%**	79%	-	79%	-	-	-	-	-	*	79%	75%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**27%**	41%	-	41%	-	-	-	-	-	*	41%	34%
	2016	17%	16%	**18%**	29%	-	29%	-	-	-	-	-	*	29%	28%
Reading	2017	17%	16%	**27%**	37%	-	37%	-	-	-	-	-	*	37%	32%
	2016	16%	16%	**16%**	19%	-	19%	-	-	-	-	-	*	19%	17%
Mathematics	2017	20%	16%	**27%**	44%	-	44%	-	-	-	-	-	*	44%	35%
	2016	17%	15%	**19%**	39%	-	39%	-	-	-	-	-	*	39%	39%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	*	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	**31%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 538
Grade Span: EE - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	*	100%	100%	-	-	-	-	98%	100%	100%
Included in Accountability	94%	94%	**94%**	*	94%	92%	-	-	-	-	88%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	**6%**	*	5%	8%	-	-	-	-	5%	6%	7%
Other Exclusions	1%	2%	**0%**	*	0%	0%	-	-	-	-	5%	1%	1%
Not Tested	1%	1%	**0%**	*	0%	0%	-	-	-	-	2%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	-	-	-	2%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	100%	98%	100%	-	-	-	-	100%	98%	99%
Included in Accountability	94%	94%	**91%**	100%	90%	100%	-	-	-	-	95%	90%	89%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	6%	0%	-	-	-	-	5%	6%	5%
Other Exclusions	1%	1%	**2%**	0%	2%	0%	-	-	-	-	0%	2%	4%
Not Tested	1%	1%	**2%**	0%	2%	0%	-	-	-	-	0%	2%	1%
Absent	1%	1%	**2%**	0%	2%	0%	-	-	-	-	0%	2%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.5%**	94.1%	95.6%	94.9%	-	-	-	-	94.3%	95.5%	96.9%
2014-15	95.7%	95.3%	**95.9%**	*	96.0%	94.6%	-	-	-	-	94.2%	95.9%	97.1%

District Name: PASADENA ISD
Campus Name: MORALES ELEMENTARY
Campus Number: 101917133

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 538
Grade Span: EE - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	538	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	8	1.5%	0.3%	0.3%
Pre-Kindergarten	44	8.2%	4.2%	4.2%
Kindergarten	84	15.6%	6.5%	7.0%
Grade 1	107	19.9%	7.6%	7.4%
Grade 2	106	19.7%	8.0%	7.6%
Grade 3	103	19.1%	7.7%	7.7%
Grade 4	86	16.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	2	0.4%	7.6%	12.6%
Hispanic	516	95.9%	82.7%	52.4%
White	18	3.3%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	2	0.4%	0.7%	2.2%
Economically Disadvantaged	459	85.3%	77.8%	59.0%
Non-Educationally Disadvantaged	79	14.7%	22.2%	41.0%
English Language Learners (ELL)	250	46.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	347	64.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	27.3%	47.0%	44.5%
Students with Physical Disabilities	20	36.4%	16.5%	21.9%
Students with Autism	15	27.3%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	76	17.2%	15.5%	16.2%
By Ethnicity:				
African American	1	0.2%		
Hispanic	72	16.3%		
White	3	0.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	13.7%	9.5%	3.8%	9.1%	13.5%	6.8%
Grade 2	9.4%	8.5%	2.4%	33.3%	3.9%	3.1%
Grade 3	6.0%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	2.4%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.7	17.3	18.8
Grade 1	17.0	18.2	18.8
Grade 2	19.7	18.3	18.9
Grade 3	18.5	18.3	19.0
Grade 4	17.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	58.8	100.0%	100.0%	100.0%
Professional Staff:	44.7	76.1%	60.0%	64.0%
Teachers	37.0	62.9%	47.3%	50.0%
Professional Support	5.7	9.7%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.4%	2.4%	2.9%
Educational Aides:	14.1	23.9%	11.2%	9.6%
Total Minority Staff:	38.7	65.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	10.8%	9.4%	10.2%
Hispanic	18.0	48.6%	34.6%	26.6%
White	14.0	37.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.7%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	2.0	5.4%	23.8%	23.7%
Females	35.0	94.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	31.0	83.8%	78.0%	74.5%
Masters	5.0	13.5%	20.0%	23.6%
Doctorate	1.0	2.7%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.4%	7.3%	7.8%
1-5 Years Experience	13.0	35.1%	35.5%	28.0%
6-10 Years Experience	6.0	16.2%	23.5%	20.9%
11-20 Years Experience	15.0	40.5%	23.9%	27.8%
Over 20 Years Experience	1.0	2.7%	9.9%	15.5%
Number of Students per Teacher	14.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	17.0	19.3	12.2
Average Years Experience of Assistant Principals	12.0	15.3	15.7
Average Years Experience of Assistant Principals with District	12.0	13.7	10.1
Average Years Experience of Teachers:	8.7	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,778	$52,776	$48,779
6-10 Years Experience	$54,958	$54,387	$51,184
11-20 Years Experience	$47,726	$54,825	$54,396
Over 20 Years Experience	$61,206	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,216	$54,351	$52,525
Professional Support	$66,394	$70,369	$61,728
Campus Administration (School Leadership)	$87,545	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	209	38.8%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	23	4.3%	5.0%	7.8%
Special Education	55	10.2%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	11.2	30.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	21.4	57.7%	62.9%	72.8%
Special Education	4.5	12.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MATTHYS EL**

Campus Number: **101917134**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 707
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**79%**	-	80%	*	-	*	-	-	75%	78%	79%
	2016	73%	74%	**72%**	*	72%	*	-	*	-	-	*	72%	76%
Mathematics	2017	78%	78%	**78%**	-	79%	*	-	*	-	-	83%	75%	81%
	2016	75%	76%	**70%**	*	69%	*	-	*	-	-	*	69%	72%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**61%**	*	61%	*	-	-	-	-	*	59%	62%
	2016	75%	76%	**80%**	*	82%	*	-	*	-	-	*	80%	82%
Mathematics	2017	76%	76%	**79%**	*	79%	*	-	-	-	-	*	78%	83%
	2016	73%	74%	**81%**	*	83%	*	-	*	-	-	*	82%	89%
Writing	2017	65%	66%	**56%**	*	55%	*	-	-	-	-	*	54%	54%
	2016	69%	70%	**68%**	*	67%	*	-	*	-	-	*	66%	68%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**71%**	*	71%	80%	-	*	-	-	50%	69%	72%
	2016	75%	72%	**74%**	*	74%	86%	-	73%	-	-	53%	74%	77%
Reading	2017	72%	67%	**70%**	*	71%	*	-	*	-	-	50%	69%	71%
	2016	73%	68%	**76%**	*	77%	*	-	*	-	-	47%	76%	79%
Mathematics	2017	79%	77%	**78%**	*	79%	*	-	*	-	-	64%	76%	82%
	2016	76%	76%	**75%**	*	75%	*	-	*	-	-	53%	75%	80%
Writing	2017	67%	66%	**56%**	*	55%	*	-	-	-	-	*	54%	54%
	2016	69%	68%	**68%**	*	67%	*	-	*	-	-	*	66%	68%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**29%**	*	29%	*	-	*	-	-	35%	26%	29%
	2016	45%	39%	**27%**	*	26%	*	-	*	-	-	*	26%	31%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 707
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**38%**	*	38%	*	-	*	-	-	40%	35%	41%
	2016	46%	38%	**39%**	*	39%	*	-	*	-	-	*	36%	45%
Mathematics	2017	48%	41%	**40%**	*	40%	*	-	*	-	-	30%	40%	41%
	2016	43%	38%	**29%**	*	27%	*	-	*	-	-	*	28%	30%
Writing	2017	38%	33%	**17%**	*	16%	*	-	-	-	-	*	17%	28%
	2016	41%	36%	**38%**	*	39%	*	-	*	-	-	*	36%	41%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**19%**	*	18%	*	-	*	-	-	9%	18%	20%
	2016	18%	14%	**16%**	*	16%	*	-	*	-	-	*	15%	19%
Reading	2017	19%	14%	**20%**	*	20%	*	-	*	-	-	*	18%	18%
	2016	17%	12%	**20%**	*	20%	*	-	*	-	-	*	17%	25%
Mathematics	2017	23%	17%	**24%**	*	24%	*	-	*	-	-	*	24%	27%
	2016	19%	14%	**14%**	*	13%	*	-	*	-	-	*	13%	16%
Writing	2017	12%	8%	**5%**	*	4%	*	-	-	-	-	*	5%	*
	2016	15%	12%	**15%**	*	15%	*	-	*	-	-	*	14%	16%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**64%**	*	65%	*	-	-	-	-	*	62%	68%
	2016	62%	62%	**69%**	*	70%	*	-	*	-	-	*	68%	77%
Reading	2017	59%	57%	**53%**	*	53%	*	-	-	-	-	*	50%	59%
	2016	60%	61%	**74%**	*	75%	*	-	*	-	-	*	74%	84%
Mathematics	2017	64%	59%	**75%**	*	77%	*	-	-	-	-	*	74%	78%
	2016	63%	63%	**64%**	*	65%	*	-	*	-	-	*	63%	70%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 707
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**27%**	*	27%	*	-	-	-	-	*	26%	34%
	2016	17%	16%	**30%**	*	31%	*	-	*	-	-	*	30%	38%
Reading	2017	17%	16%	**20%**	*	20%	*	-	-	-	-	*	18%	27%
	2016	16%	16%	**31%**	*	31%	*	-	*	-	-	*	29%	41%
Mathematics	2017	20%	16%	**33%**	*	34%	*	-	-	-	-	*	34%	41%
	2016	17%	15%	**30%**	*	30%	*	-	*	-	-	*	30%	36%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**27%**	*	25%	*	-	-	-	-	*	*	*
	2016	35%	35%	*	*	*	-	-	*	-	-	*	*	*
Mathematics	2017	43%	44%	**30%**	*	32%	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 707
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**71%**	72%	*	72%	-	-	-	-	-	71%	72%	72%
	2016	75%	72%	**74%**	78%	-	78%	-	-	-	-	-	55%	78%	77%
Reading	2017	72%	67%	**70%**	70%	*	71%	-	-	-	-	-	83%	70%	71%
	2016	73%	68%	**76%**	80%	-	80%	-	-	-	-	-	*	80%	79%
Mathematics	2017	79%	77%	**78%**	83%	*	83%	-	-	-	-	-	*	83%	82%
	2016	76%	76%	**75%**	81%	-	81%	-	-	-	-	-	*	81%	80%
Writing	2017	67%	66%	**56%**	54%	-	54%	-	-	-	-	-	*	54%	54%
	2016	69%	68%	**68%**	67%	-	67%	-	-	-	-	-	*	67%	68%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**29%**	29%	-	29%	-	-	-	-	-	*	29%	29%
	2016	45%	39%	**27%**	31%	-	31%	-	-	-	-	-	*	31%	31%
Reading	2017	48%	41%	**38%**	40%	-	40%	-	-	-	-	-	*	40%	41%
	2016	46%	38%	**39%**	46%	-	46%	-	-	-	-	-	*	46%	45%
Mathematics	2017	48%	41%	**40%**	41%	-	41%	-	-	-	-	-	*	41%	41%
	2016	43%	38%	**29%**	29%	-	29%	-	-	-	-	-	*	29%	30%
Writing	2017	38%	33%	**17%**	26%	-	26%	-	-	-	-	-	*	26%	28%
	2016	41%	36%	**38%**	42%	-	42%	-	-	-	-	-	*	42%	41%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**19%**	20%	*	20%	-	-	-	-	-	*	20%	20%
	2016	18%	14%	**16%**	20%	-	20%	-	-	-	-	-	*	20%	19%
Reading	2017	19%	14%	**20%**	19%	*	19%	-	-	-	-	-	*	19%	18%
	2016	17%	12%	**20%**	25%	-	25%	-	-	-	-	-	*	25%	25%
Mathematics	2017	23%	17%	**24%**	29%	*	29%	-	-	-	-	-	*	29%	27%
	2016	19%	14%	**14%**	16%	-	16%	-	-	-	-	-	*	16%	16%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 707
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**5%**	*	-	*	-	-	-	-	-	*	*	*
	2016	15%	12%	**15%**	17%	-	17%	-	-	-	-	-	*	17%	16%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**64%**	69%	*	69%	-	-	-	-	-	*	69%	69%
	2016	62%	62%	**69%**	78%	-	78%	-	-	-	-	-	*	78%	77%
Reading	2017	59%	57%	**53%**	59%	*	60%	-	-	-	-	-	*	59%	59%
	2016	60%	61%	**74%**	85%	-	85%	-	-	-	-	-	*	85%	84%
Mathematics	2017	64%	59%	**75%**	78%	*	78%	-	-	-	-	-	*	78%	79%
	2016	63%	63%	**64%**	72%	-	72%	-	-	-	-	-	*	72%	70%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**27%**	36%	*	36%	-	-	-	-	-	*	36%	35%
	2016	17%	16%	**30%**	40%	-	40%	-	-	-	-	-	*	40%	38%
Reading	2017	17%	16%	**20%**	28%	*	28%	-	-	-	-	-	*	28%	27%
	2016	16%	16%	**31%**	42%	-	42%	-	-	-	-	-	*	42%	41%
Mathematics	2017	20%	16%	**33%**	43%	*	44%	-	-	-	-	-	*	43%	42%
	2016	17%	15%	**30%**	37%	-	37%	-	-	-	-	-	*	37%	36%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**27%**	*	-	*	-	-	-	-	-	*	*	*
	2016	35%	35%	*	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	43%	44%	**30%**	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 707
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**97%**	100%	97%	100%	-	*	-	*	93%	96%	96%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	2%	0%	-	*	-	*	3%	3%	2%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	*	-	*	3%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	94%	**93%**	100%	93%	54%	-	100%	-	-	75%	93%	97%
Not Included in Accountability													
Mobile	4%	4%	**7%**	0%	6%	46%	-	0%	-	-	25%	6%	3%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.7%**	95.0%	96.7%	95.5%	-	*	-	-	95.2%	96.7%	97.3%
2014-15	95.7%	95.3%	**96.7%**	95.3%	96.7%	97.5%	-	98.7%	-	*	96.3%	96.6%	97.0%

District Name: PASADENA ISD
Campus Name: MATTHYS EL
Campus Number: 101917134

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 707
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	707	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	96	13.6%	4.2%	4.2%
Kindergarten	90	12.7%	6.5%	7.0%
Grade 1	113	16.0%	7.6%	7.4%
Grade 2	135	19.1%	8.0%	7.6%
Grade 3	144	20.4%	7.7%	7.7%
Grade 4	129	18.2%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	11	1.6%	7.6%	12.6%
Hispanic	680	96.2%	82.7%	52.4%
White	13	1.8%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	571	80.8%	77.8%	59.0%
Non-Educationally Disadvantaged	136	19.2%	22.2%	41.0%
English Language Learners (ELL)	413	58.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	522	73.8%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	47			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	21.3%	47.0%	44.5%
Students with Physical Disabilities	16	34.0%	16.5%	21.9%
Students with Autism	16	34.0%	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	50	8.8%	15.5%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	48	8.4%		
White	2	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	7.4%	9.5%	3.8%	30.0%	13.5%	6.8%
Grade 2	12.6%	8.5%	2.4%	7.1%	3.9%	3.1%
Grade 3	5.6%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	0.8%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.2	17.3	18.8
Grade 1	15.0	18.2	18.8
Grade 2	18.1	18.3	18.9
Grade 3	15.6	18.3	19.0
Grade 4	18.0	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.1	100.0%	100.0%	100.0%
Professional Staff:	55.1	76.4%	60.0%	64.0%
Teachers	47.2	65.5%	47.3%	50.0%
Professional Support	5.8	8.1%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.4%	2.9%
Educational Aides:	17.0	23.6%	11.2%	9.6%
Total Minority Staff:	54.9	76.1%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.1%	9.4%	10.2%
Hispanic	33.2	70.3%	34.6%	26.6%
White	12.0	25.4%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	4.2%	1.1%	1.1%
Males	4.0	8.5%	23.8%	23.7%
Females	43.2	91.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	39.0	82.6%	78.0%	74.5%
Masters	8.2	17.4%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.6%	7.3%	7.8%
1-5 Years Experience	22.0	46.6%	35.5%	28.0%
6-10 Years Experience	10.0	21.2%	23.5%	20.9%
11-20 Years Experience	7.2	15.3%	23.9%	27.8%
Over 20 Years Experience	3.0	6.4%	9.9%	15.5%
Number of Students per Teacher	15.0	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	28.0	20.4	19.5
Average Years Experience of Principals with District	24.0	19.3	12.2
Average Years Experience of Assistant Principals	20.0	15.3	15.7
Average Years Experience of Assistant Principals with District	20.0	13.7	10.1
Average Years Experience of Teachers:	7.3	9.2	10.9
Average Years Experience of Teachers with District:	6.6	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,218	$50,819	$46,199
1-5 Years Experience	$52,512	$52,776	$48,779
6-10 Years Experience	$50,260	$54,387	$51,184
11-20 Years Experience	$57,242	$54,825	$54,396
Over 20 Years Experience	$59,839	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,085	$54,351	$52,525
Professional Support	$66,611	$70,369	$61,728
Campus Administration (School Leadership)	$94,635	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	394	55.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	18	2.5%	5.0%	7.8%
Special Education	47	6.6%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	24.4	51.6%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	22.9	48.4%	62.9%	72.8%
Special Education	0.0	0.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MORRIS MIDDLE**

Campus Number: **101917135**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 940
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**80%**	74%	79%	86%	-	93%	-	100%	42%	78%	62%
	2016	81%	76%	**83%**	74%	83%	91%	-	91%	-	*	49%	83%	65%
Mathematics	2017	87%	83%	**87%**	77%	86%	93%	-	100%	-	100%	66%	85%	82%
	2016	86%	82%	**85%**	81%	85%	91%	-	97%	-	*	50%	85%	71%
Science	2017	74%	67%	**66%**	46%	66%	76%	-	88%	-	*	38%	63%	56%
	2016	74%	68%	**62%**	51%	61%	78%	-	91%	-	*	38%	60%	51%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**69%**	60%	69%	77%	-	91%	-	*	35%	67%	38%
	2016	69%	66%	**74%**	69%	73%	79%	*	91%	-	100%	39%	70%	54%
Mathematics	2017	76%	62%	**74%**	70%	74%	85%	-	86%	-	*	37%	74%	56%
	2016	72%	72%	**79%**	68%	79%	79%	*	95%	-	*	50%	76%	66%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**99%**	86%	100%	100%	-	100%	-	-	*	98%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**76%**	66%	76%	85%	-	93%	-	79%	43%	74%	60%
	2016	75%	72%	**77%**	69%	76%	84%	*	93%	-	88%	45%	75%	61%
Reading	2017	72%	67%	**74%**	66%	74%	82%	-	92%	-	71%	38%	72%	52%
	2016	73%	68%	**78%**	72%	78%	86%	*	91%	-	100%	45%	76%	59%
Mathematics	2017	79%	77%	**83%**	74%	82%	92%	-	97%	-	100%	50%	81%	72%
	2016	76%	76%	**82%**	75%	82%	86%	*	96%	-	86%	50%	80%	69%
Science	2017	79%	76%	**66%**	46%	66%	76%	-	88%	-	*	38%	63%	56%
	2016	79%	76%	**62%**	51%	61%	78%	-	91%	-	*	38%	60%	51%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 940
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**29%**	14%	28%	41%	-	68%	-	*	17%	26%	14%
	2016	45%	39%	**28%**	18%	25%	40%	*	64%	-	*	*	26%	16%
Reading	2017	48%	41%	**37%**	27%	36%	49%	-	62%	-	*	17%	35%	15%
	2016	46%	38%	**39%**	34%	37%	50%	*	65%	-	*	7%	37%	16%
Mathematics	2017	48%	41%	**37%**	19%	35%	41%	-	82%	-	*	19%	33%	28%
	2016	43%	38%	**33%**	21%	31%	48%	*	74%	-	*	*	32%	21%
Science	2017	52%	47%	**33%**	14%	30%	45%	-	74%	-	*	24%	26%	16%
	2016	47%	43%	**22%**	7%	21%	30%	-	60%	-	*	*	20%	16%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**14%**	5%	12%	20%	-	46%	-	*	4%	12%	8%
	2016	18%	14%	**13%**	8%	11%	17%	*	39%	-	*	3%	12%	8%
Reading	2017	19%	14%	**16%**	8%	14%	25%	-	38%	-	*	*	13%	7%
	2016	17%	12%	**16%**	13%	15%	19%	*	37%	-	*	*	15%	7%
Mathematics	2017	23%	17%	**12%**	*	10%	16%	-	51%	-	*	*	11%	9%
	2016	19%	14%	**13%**	7%	10%	21%	*	47%	-	*	*	12%	10%
Science	2017	19%	15%	**15%**	*	12%	17%	-	51%	-	*	*	12%	9%
	2016	16%	13%	**6%**	*	5%	*	-	26%	-	*	*	5%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**53%**	53%	51%	48%	-	71%	-	*	56%	54%	54%
	2016	62%	62%	**61%**	65%	60%	59%	*	69%	-	*	67%	62%	63%
Reading	2017	59%	57%	**48%**	46%	47%	45%	-	63%	-	*	55%	49%	48%
	2016	60%	61%	**57%**	60%	56%	*	*	68%	-	*	59%	56%	58%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**57%**	61%	54%	51%	-	79%	-	*	58%	59%	60%
	2016	63%	63%	**66%**	70%	64%	70%	*	70%	-	*	75%	67%	68%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**11%**	9%	10%	13%	-	22%	-	*	9%	10%	13%
	2016	17%	16%	**11%**	10%	11%	9%	*	14%	-	*	15%	11%	12%
Reading	2017	17%	16%	**10%**	8%	10%	16%	-	14%	-	*	9%	9%	11%
	2016	16%	16%	**13%**	12%	13%	*	*	15%	-	*	18%	12%	15%
Mathematics	2017	20%	16%	**11%**	10%	9%	10%	-	30%	-	*	9%	10%	14%
	2016	17%	15%	**10%**	9%	9%	13%	*	12%	-	*	11%	10%	9%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**20%**	18%	20%	*	-	*	-	-	10%	20%	24%
	2016	35%	35%	**29%**	16%	33%	*	-	*	-	-	30%	29%	27%
Mathematics	2017	43%	44%	**45%**	47%	42%	*	-	*	-	-	29%	44%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**69%**	58%	70%	57%	-	89%	-	100%	19%	67%	48%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**31%**	42%	30%	43%	-	11%	-	*	81%	33%	52%
STAAR Cumulative Met Standard														
	2017	81%	75%	**79%**	74%	78%	86%	-	89%	-	100%	29%	77%	59%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**79%**	68%	78%	86%	-	100%	-	100%	43%	78%	75%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**21%**	32%	22%	*	-	*	-	*	57%	22%	25%
STAAR Cumulative Met Standard														
	2017	87%	82%	**86%**	76%	86%	93%	-	100%	-	100%	58%	85%	81%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 940
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	62%	-	62%	-	-	76%	-	76%	44%	64%	60%
	2016	75%	72%	**77%**	61%	-	61%	-	-	78%	-	78%	51%	63%	61%
Reading	2017	72%	67%	**74%**	52%	-	52%	-	-	67%	-	67%	40%	54%	52%
	2016	73%	68%	**78%**	60%	-	60%	-	-	69%	-	69%	50%	61%	59%
Mathematics	2017	79%	77%	**83%**	72%	-	72%	-	-	89%	-	89%	58%	75%	72%
	2016	76%	76%	**82%**	68%	-	68%	-	-	87%	-	87%	58%	71%	69%
Science	2017	79%	76%	**66%**	61%	-	61%	-	-	67%	-	67%	*	62%	56%
	2016	79%	76%	**62%**	49%	-	49%	-	-	78%	-	78%	*	53%	51%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**29%**	10%	-	10%	-	-	36%	-	36%	*	14%	14%
	2016	45%	39%	**28%**	15%	-	15%	-	-	42%	-	42%	*	18%	16%
Reading	2017	48%	41%	**37%**	14%	-	14%	-	-	*	-	*	*	16%	15%
	2016	46%	38%	**39%**	20%	-	20%	-	-	*	-	*	*	20%	16%
Mathematics	2017	48%	41%	**37%**	25%	-	25%	-	-	57%	-	57%	20%	30%	28%
	2016	43%	38%	**33%**	15%	-	15%	-	-	67%	-	67%	21%	21%	21%
Science	2017	52%	47%	**33%**	14%	-	14%	-	-	*	-	*	*	17%	16%
	2016	47%	43%	**22%**	12%	-	12%	-	-	*	-	*	*	17%	16%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**14%**	8%	-	8%	-	-	20%	-	20%	*	10%	8%
	2016	18%	14%	**13%**	7%	-	7%	-	-	20%	-	20%	*	9%	8%
Reading	2017	19%	14%	**16%**	8%	-	8%	-	-	*	-	*	*	8%	7%
	2016	17%	12%	**16%**	8%	-	8%	-	-	*	-	*	*	9%	7%
Mathematics	2017	23%	17%	**12%**	8%	-	8%	-	-	28%	-	28%	*	11%	9%
	2016	19%	14%	**13%**	9%	-	9%	-	-	*	-	*	*	12%	10%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 940
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**15%**	9%	-	9%	-	-	*	-	*	*	11%	9%
	2016	16%	13%	**6%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**53%**	54%	-	54%	-	-	74%	-	74%	*	57%	58%
	2016	62%	62%	**61%**	66%	-	66%	-	-	*	-	*	*	65%	65%
Reading	2017	59%	57%	**48%**	52%	-	52%	-	-	*	-	*	*	53%	54%
	2016	60%	61%	**57%**	61%	-	61%	-	-	*	-	*	*	60%	60%
Mathematics	2017	64%	59%	**57%**	56%	-	56%	-	-	*	-	*	*	61%	61%
	2016	63%	63%	**66%**	70%	-	70%	-	-	*	-	*	*	71%	71%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**11%**	13%	-	13%	-	-	15%	-	15%	*	13%	12%
	2016	17%	16%	**11%**	18%	-	18%	-	-	*	-	*	*	18%	15%
Reading	2017	17%	16%	**10%**	15%	-	15%	-	-	*	-	*	*	14%	12%
	2016	16%	16%	**13%**	23%	-	23%	-	-	*	-	*	*	22%	20%
Mathematics	2017	20%	16%	**11%**	11%	-	11%	-	-	*	-	*	*	12%	12%
	2016	17%	15%	**10%**	13%	-	13%	-	-	*	-	*	*	13%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**20%**	24%	-	24%	-	-	*	-	*	*	25%	24%
	2016	35%	35%	**29%**	33%	-	33%	-	-	*	-	*	*	30%	27%
Mathematics	2017	43%	44%	**45%**	34%	-	34%	-	-	*	-	*	53%	41%	45%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 940
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	90%	96%	96%	-	91%	-	100%	94%	94%	89%
Not Included in Accountability													
Mobile	4%	4%	**5%**	10%	3%	4%	-	5%	-	0%	5%	5%	7%
Other Exclusions	1%	2%	**1%**	0%	0%	0%	-	4%	-	0%	0%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	94%	96%	88%	*	94%	-	100%	95%	95%	94%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	3%	12%	*	2%	-	0%	3%	4%	4%
Other Exclusions	1%	1%	**1%**	0%	0%	0%	*	3%	-	0%	2%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: PASADENA ISD
Campus Name: MORRIS MIDDLE
Campus Number: 101917135

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 940
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.8%**	96.0%	96.8%	96.2%	*	98.6%	-	95.9%	95.5%	96.7%	97.2%
2014-15	95.7%	95.3%	**96.5%**	95.2%	96.5%	95.7%	*	98.8%	-	97.0%	94.6%	96.4%	97.1%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	940	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	451	48.0%	7.2%	7.5%
Grade 6	489	52.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	180	19.1%	7.6%	12.6%
Hispanic	617	65.6%	82.7%	52.4%
White	53	5.6%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	82	8.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	8	0.9%	0.7%	2.2%
Economically Disadvantaged	662	70.4%	77.8%	59.0%
Non-Educationally Disadvantaged	278	29.6%	22.2%	41.0%
English Language Learners (ELL)	142	15.1%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	3	0.3%	1.1%	1.4%
At-Risk	446	47.4%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	90			
By Type of Primary Disability				
Students with Intellectual Disabilities	51	56.7%	47.0%	44.5%
Students with Physical Disabilities	7	7.8%	16.5%	21.9%
Students with Autism	7	7.8%	19.1%	12.5%
Students with Behavioral Disabilities	25	27.8%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	90	8.9%	15.5%	16.2%
By Ethnicity:				
African American	24	2.4%		
Hispanic	52	5.2%		
White	10	1.0%		
American Indian	0	0.0%		
Asian	3	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.2%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	20.4	18.9	20.9
Grade 6	22.0	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	87.1	100.0%	100.0%	100.0%
Professional Staff:	75.5	86.6%	60.0%	64.0%
Teachers	66.4	76.2%	47.3%	50.0%
Professional Support	6.1	7.0%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.4%	2.4%	2.9%
Educational Aides:	11.7	13.4%	11.2%	9.6%
Total Minority Staff:	33.8	38.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	12.0	18.1%	9.4%	10.2%
Hispanic	13.0	19.6%	34.6%	26.6%
White	39.4	59.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	3.0%	1.1%	1.1%
Males	15.2	22.9%	23.8%	23.7%
Females	51.2	77.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	47.4	71.4%	78.0%	74.5%
Masters	16.0	24.1%	20.0%	23.6%
Doctorate	3.0	4.5%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	6.0%	7.3%	7.8%
1-5 Years Experience	23.2	34.9%	35.5%	28.0%
6-10 Years Experience	10.2	15.4%	23.5%	20.9%
11-20 Years Experience	21.0	31.6%	23.9%	27.8%
Over 20 Years Experience	8.0	12.1%	9.9%	15.5%
Number of Students per Teacher	14.2	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	18.5	15.3	15.7
Average Years Experience of Assistant Principals with District	18.5	13.7	10.1
Average Years Experience of Teachers:	10.0	9.2	10.9
Average Years Experience of Teachers with District:	7.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,153	$52,776	$48,779
6-10 Years Experience	$55,035	$54,387	$51,184
11-20 Years Experience	$55,352	$54,825	$54,396
Over 20 Years Experience	$62,295	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,761	$54,351	$52,525
Professional Support	$67,506	$70,369	$61,728
Campus Administration (School Leadership)	$85,809	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	124	13.2%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	40	4.3%	5.0%	7.8%
Special Education	90	9.6%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.8%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	3.1	4.7%	2.3%	1.9%
Regular Education	50.9	76.6%	62.9%	72.8%
Special Education	11.9	17.9%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **DE ZAVALA MIDDLE SCHOOL**

Campus Number: **101917136**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 755
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**65%**	78%	65%	56%	-	-	-	*	42%	65%	56%
	2016	81%	76%	**63%**	*	63%	75%	-	-	*	*	42%	63%	46%
Mathematics	2017	87%	83%	**77%**	67%	78%	56%	-	-	-	*	52%	76%	76%
	2016	86%	82%	**63%**	*	63%	75%	-	-	*	*	48%	64%	51%
Science	2017	74%	67%	**57%**	*	58%	56%	-	-	-	*	42%	57%	50%
	2016	74%	68%	**50%**	*	50%	67%	-	-	*	*	37%	50%	34%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**55%**	*	54%	60%	*	-	*	*	33%	54%	37%
	2016	69%	66%	**55%**	71%	54%	75%	-	*	-	*	28%	54%	28%
Mathematics	2017	76%	62%	**43%**	*	43%	*	*	-	-	*	33%	43%	32%
	2016	72%	72%	**56%**	71%	56%	86%	-	*	-	*	32%	56%	38%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**82%**	-	83%	*	-	-	*	*	-	82%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**61%**	60%	62%	55%	*	-	*	*	41%	61%	52%
	2016	75%	72%	**58%**	57%	57%	75%	-	*	*	63%	37%	57%	40%
Reading	2017	72%	67%	**60%**	69%	60%	58%	*	-	*	*	38%	59%	48%
	2016	73%	68%	**59%**	60%	59%	75%	-	*	*	*	35%	58%	38%
Mathematics	2017	79%	77%	**65%**	63%	65%	53%	*	-	*	*	44%	64%	58%
	2016	76%	76%	**60%**	60%	59%	79%	-	*	*	*	40%	60%	45%
Science	2017	79%	76%	**57%**	*	58%	56%	-	-	-	*	42%	57%	50%
	2016	79%	76%	**50%**	*	50%	67%	-	-	*	*	37%	50%	34%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 755
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**17%**	*	18%	*	*	-	*	*	32%	16%	11%
	2016	45%	39%	**15%**	*	15%	*	-	*	*	*	*	15%	4%
Reading	2017	48%	41%	**27%**	*	27%	26%	*	-	*	*	31%	25%	13%
	2016	46%	38%	**25%**	*	24%	41%	-	*	*	*	*	24%	9%
Mathematics	2017	48%	41%	**20%**	*	20%	*	*	-	*	*	30%	19%	14%
	2016	43%	38%	**18%**	*	18%	*	-	*	*	*	*	17%	6%
Science	2017	52%	47%	**23%**	*	22%	*	-	-	-	*	35%	22%	14%
	2016	47%	43%	**17%**	*	17%	*	-	-	*	*	*	16%	8%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**8%**	*	8%	*	*	-	*	*	10%	7%	6%
	2016	18%	14%	**7%**	*	7%	*	-	*	*	*	*	7%	2%
Reading	2017	19%	14%	**11%**	*	11%	*	*	-	*	*	7%	10%	6%
	2016	17%	12%	**11%**	*	11%	*	-	*	*	*	*	11%	4%
Mathematics	2017	23%	17%	**6%**	*	7%	*	*	-	*	*	10%	5%	5%
	2016	19%	14%	**5%**	*	5%	*	-	*	*	*	*	5%	*
Science	2017	19%	15%	**6%**	*	6%	*	-	-	-	*	16%	6%	5%
	2016	16%	13%	**3%**	*	3%	*	-	-	*	*	*	3%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**51%**	*	51%	*	*	-	*	*	55%	50%	53%
	2016	62%	62%	**55%**	*	56%	*	-	*	*	*	61%	55%	55%
Reading	2017	59%	57%	**49%**	*	49%	*	*	-	*	*	51%	48%	51%
	2016	60%	61%	**53%**	*	53%	*	-	*	*	*	56%	53%	52%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**53%**	*	53%	*	*	-	*	*	59%	52%	56%
	2016	63%	63%	**58%**	*	58%	*	-	*	*	*	66%	57%	58%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**9%**	*	10%	*	*	-	*	*	12%	9%	12%
	2016	17%	16%	**11%**	*	11%	*	-	*	*	*	14%	11%	10%
Reading	2017	17%	16%	**10%**	*	10%	*	*	-	*	*	11%	9%	12%
	2016	16%	16%	**14%**	*	14%	*	-	*	*	*	14%	14%	14%
Mathematics	2017	20%	16%	**9%**	*	10%	*	*	-	*	*	14%	9%	12%
	2016	17%	15%	**7%**	*	8%	*	-	*	*	*	15%	8%	7%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**17%**	*	17%	*	-	-	-	*	*	17%	19%
	2016	35%	35%	**22%**	*	21%	*	-	-	-	*	20%	21%	22%
Mathematics	2017	43%	44%	**39%**	*	40%	*	*	-	-	*	19%	39%	38%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**50%**	*	50%	*	-	-	-	*	16%	49%	39%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**50%**	60%	50%	*	-	-	-	*	84%	51%	61%
STAAR Cumulative Met Standard														
	2017	81%	75%	**63%**	78%	62%	63%	-	-	-	*	23%	62%	51%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**59%**	*	60%	63%	-	-	-	*	22%	58%	52%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**41%**	70%	40%	*	-	-	-	*	78%	42%	48%
STAAR Cumulative Met Standard														
	2017	87%	82%	**76%**	67%	76%	63%	-	-	-	*	38%	75%	74%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 755
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**61%**	54%	-	54%	-	-	-	-	-	38%	54%	52%
	2016	75%	72%	**58%**	41%	-	41%	-	-	*	*	-	30%	41%	40%
Reading	2017	72%	67%	**60%**	51%	-	51%	-	-	-	-	-	25%	51%	48%
	2016	73%	68%	**59%**	38%	-	38%	-	-	*	*	-	*	39%	38%
Mathematics	2017	79%	77%	**65%**	59%	-	59%	-	-	-	-	-	53%	59%	58%
	2016	76%	76%	**60%**	45%	-	45%	-	-	*	*	-	36%	46%	45%
Science	2017	79%	76%	**57%**	52%	-	52%	-	-	-	-	-	35%	52%	50%
	2016	79%	76%	**50%**	35%	-	35%	-	-	-	-	-	*	35%	34%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**17%**	11%	-	11%	-	-	-	-	-	*	11%	11%
	2016	45%	39%	**15%**	5%	-	5%	-	-	*	*	-	*	5%	4%
Reading	2017	48%	41%	**27%**	13%	-	13%	-	-	-	-	-	*	13%	13%
	2016	46%	38%	**25%**	10%	-	10%	-	-	*	*	-	*	10%	9%
Mathematics	2017	48%	41%	**20%**	14%	-	14%	-	-	-	-	-	*	14%	14%
	2016	43%	38%	**18%**	6%	-	6%	-	-	*	*	-	*	6%	6%
Science	2017	52%	47%	**23%**	14%	-	14%	-	-	-	-	-	*	14%	14%
	2016	47%	43%	**17%**	9%	-	9%	-	-	-	-	-	*	9%	8%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**8%**	6%	-	6%	-	-	-	-	-	*	6%	6%
	2016	18%	14%	**7%**	2%	-	2%	-	-	*	*	-	*	2%	2%
Reading	2017	19%	14%	**11%**	7%	-	7%	-	-	-	-	-	*	7%	6%
	2016	17%	12%	**11%**	4%	-	4%	-	-	*	*	-	*	4%	4%
Mathematics	2017	23%	17%	**6%**	6%	-	6%	-	-	-	-	-	*	6%	5%
	2016	19%	14%	**5%**	*	-	*	-	-	*	*	-	*	*	*

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 755
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**6%**	5%	-	5%	-	-	-	-	-	*	5%	5%
	2016	16%	13%	**3%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**51%**	56%	-	56%	-	-	-	-	-	50%	56%	55%
	2016	62%	62%	**55%**	51%	-	51%	-	-	*	*	-	46%	51%	51%
Reading	2017	59%	57%	**49%**	53%	-	53%	-	-	-	-	-	*	53%	51%
	2016	60%	61%	**53%**	46%	-	46%	-	-	*	*	-	*	46%	46%
Mathematics	2017	64%	59%	**53%**	58%	-	58%	-	-	-	-	-	*	58%	59%
	2016	63%	63%	**58%**	57%	-	57%	-	-	*	*	-	*	57%	56%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**9%**	12%	-	12%	-	-	-	-	-	10%	12%	11%
	2016	17%	16%	**11%**	11%	-	11%	-	-	*	*	-	18%	11%	11%
Reading	2017	17%	16%	**10%**	11%	-	11%	-	-	-	-	-	*	11%	11%
	2016	16%	16%	**14%**	14%	-	14%	-	-	*	*	-	*	14%	15%
Mathematics	2017	20%	16%	**9%**	12%	-	12%	-	-	-	-	-	*	12%	12%
	2016	17%	15%	**7%**	7%	-	7%	-	-	*	*	-	*	7%	7%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**17%**	21%	-	21%	-	-	-	-	-	*	21%	19%
	2016	35%	35%	**22%**	20%	-	20%	-	-	*	*	-	*	21%	22%
Mathematics	2017	43%	44%	**39%**	38%	-	38%	-	-	-	-	-	38%	38%	38%

District Name: PASADENA ISD
Campus Name: DE ZAVALA MIDDLE SCHOOL
Campus Number: 101917136

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 755
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	95%	100%	100%	*	-	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	69%	94%	90%	*	-	40%	100%	93%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**6%**	26%	5%	10%	*	-	60%	0%	6%	6%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	-	0%	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	5%	0%	0%	*	-	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	5%	0%	0%	*	-	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	98%	*	*	*	95%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	72%	94%	77%	*	*	*	76%	91%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	28%	4%	14%	*	*	*	19%	9%	5%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	8%	*	*	*	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	2%	*	*	*	5%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	2%	*	*	*	5%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**95.6%**	93.1%	95.8%	93.8%	*	*	*	90.5%	94.1%	95.7%	96.2%
2014-15	95.7%	95.3%	**95.9%**	93.4%	96.0%	95.2%	-	*	-	*	94.3%	96.0%	96.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	755	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	385	51.0%	7.2%	7.5%
Grade 6	370	49.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	25	3.3%	7.6%	12.6%
Hispanic	697	92.3%	82.7%	52.4%
White	24	3.2%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	6	0.8%	0.7%	2.2%
Economically Disadvantaged	682	90.3%	77.8%	59.0%
Non-Educationally Disadvantaged	73	9.7%	22.2%	41.0%
English Language Learners (ELL)	321	42.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	21	2.6%	1.1%	1.4%
At-Risk	551	73.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	82			
By Type of Primary Disability				
Students with Intellectual Disabilities	45	54.9%	47.0%	44.5%
Students with Physical Disabilities	9	11.0%	16.5%	21.9%
Students with Autism	16	19.5%	19.1%	12.5%
Students with Behavioral Disabilities	12	14.6%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	142	17.3%	15.5%	16.2%
By Ethnicity:				
African American	16	2.0%		
Hispanic	113	13.8%		
White	10	1.2%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	1.2%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	1.2%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	19.6	18.9	20.9
Grade 6	19.1	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.4	100.0%	100.0%	100.0%
Professional Staff:	65.2	85.3%	60.0%	64.0%
Teachers	52.6	68.8%	47.3%	50.0%
Professional Support	9.6	12.6%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.9%	2.4%	2.9%
Educational Aides:	11.2	14.7%	11.2%	9.6%
Total Minority Staff:	41.9	54.9%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.0	9.5%	9.4%	10.2%
Hispanic	17.7	33.8%	34.6%	26.6%
White	27.8	52.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	3.8%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.1	17.2%	23.8%	23.7%
Females	43.5	82.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	43.0	81.9%	78.0%	74.5%
Masters	8.5	16.2%	20.0%	23.6%
Doctorate	1.0	1.9%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.8%	7.3%	7.8%
1-5 Years Experience	28.7	54.7%	35.5%	28.0%
6-10 Years Experience	14.5	27.6%	23.5%	20.9%
11-20 Years Experience	6.3	12.0%	23.9%	27.8%
Over 20 Years Experience	1.0	1.9%	9.9%	15.5%
Number of Students per Teacher	14.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	20.4	19.5
Average Years Experience of Principals with District	18.0	19.3	12.2
Average Years Experience of Assistant Principals	25.5	15.3	15.7
Average Years Experience of Assistant Principals with District	19.0	13.7	10.1
Average Years Experience of Teachers:	6.3	9.2	10.9
Average Years Experience of Teachers with District:	5.0	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,218	$50,819	$46,199
1-5 Years Experience	$55,955	$52,776	$48,779
6-10 Years Experience	$54,495	$54,387	$51,184
11-20 Years Experience	$56,566	$54,825	$54,396
Over 20 Years Experience	$69,777	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,709	$54,351	$52,525
Professional Support	$67,932	$70,369	$61,728
Campus Administration (School Leadership)	$86,682	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	287	38.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	50	6.6%	5.0%	7.8%
Special Education	82	10.9%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.1	3.9%	2.3%	1.9%
Regular Education	40.4	76.8%	62.9%	72.8%
Special Education	10.1	19.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **LAURA WELCH BUSH EL**

Campus Number: **101917137**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 730
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**82%**	76%	82%	71%	-	92%	-	-	35%	80%	93%
	2016	73%	74%	**75%**	75%	74%	90%	-	73%	*	-	50%	68%	69%
Mathematics	2017	78%	78%	**83%**	71%	83%	86%	-	100%	-	-	53%	81%	94%
	2016	75%	76%	**79%**	71%	78%	90%	-	87%	*	-	70%	75%	82%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**76%**	67%	74%	88%	-	92%	*	-	56%	69%	71%
	2016	75%	76%	**84%**	74%	83%	100%	-	100%	-	*	45%	80%	84%
Mathematics	2017	76%	76%	**82%**	72%	81%	88%	-	100%	*	-	56%	79%	84%
	2016	73%	74%	**76%**	52%	77%	91%	-	100%	-	*	55%	72%	79%
Writing	2017	65%	66%	**76%**	67%	73%	88%	-	100%	*	-	*	72%	79%
	2016	69%	70%	**78%**	71%	77%	82%	-	94%	-	*	40%	74%	75%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**80%**	70%	79%	84%	-	97%	*	-	48%	76%	85%
	2016	75%	72%	**78%**	68%	78%	91%	-	91%	*	*	50%	74%	78%
Reading	2017	72%	67%	**79%**	71%	79%	80%	-	92%	*	-	42%	75%	83%
	2016	73%	68%	**80%**	75%	79%	95%	-	88%	*	*	47%	74%	77%
Mathematics	2017	79%	77%	**83%**	71%	82%	87%	-	100%	*	-	54%	80%	90%
	2016	76%	76%	**77%**	60%	77%	90%	-	94%	*	*	60%	74%	80%
Writing	2017	67%	66%	**76%**	67%	73%	88%	-	100%	*	-	*	72%	79%
	2016	69%	68%	**78%**	71%	77%	82%	-	94%	-	*	40%	74%	75%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**46%**	43%	43%	60%	-	63%	*	-	*	38%	45%
	2016	45%	39%	**40%**	38%	36%	50%	-	86%	*	*	*	34%	44%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 730
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**51%**	49%	50%	47%	-	74%	*	-	*	41%	52%
	2016	46%	38%	**47%**	44%	44%	60%	-	82%	*	*	*	44%	51%
Mathematics	2017	48%	41%	**53%**	37%	53%	67%	-	74%	*	-	*	51%	59%
	2016	43%	38%	**39%**	27%	36%	55%	-	91%	*	*	29%	33%	38%
Writing	2017	38%	33%	**49%**	50%	46%	75%	-	55%	*	-	*	43%	47%
	2016	41%	36%	**51%**	45%	50%	*	-	80%	-	*	*	45%	61%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**29%**	22%	27%	24%	-	55%	*	-	8%	25%	33%
	2016	18%	14%	**20%**	16%	18%	21%	-	46%	*	*	10%	17%	25%
Reading	2017	19%	14%	**30%**	29%	29%	*	-	50%	*	-	*	24%	31%
	2016	17%	12%	**22%**	18%	19%	*	-	47%	*	*	*	19%	26%
Mathematics	2017	23%	17%	**32%**	14%	30%	33%	-	73%	*	-	*	30%	40%
	2016	19%	14%	**19%**	13%	16%	24%	-	47%	*	*	*	15%	24%
Writing	2017	12%	8%	**20%**	*	20%	*	-	*	*	-	*	20%	21%
	2016	15%	12%	**21%**	19%	19%	*	-	41%	-	*	*	15%	28%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**64%**	53%	63%	*	-	78%	*	-	*	64%	69%
	2016	62%	62%	**70%**	66%	69%	*	-	82%	-	*	57%	70%	71%
Reading	2017	59%	57%	**61%**	*	60%	*	-	72%	*	-	*	58%	62%
	2016	60%	61%	**74%**	87%	70%	*	-	82%	-	*	52%	70%	71%
Mathematics	2017	64%	59%	**67%**	*	65%	*	-	83%	*	-	*	70%	76%
	2016	63%	63%	**67%**	*	69%	*	-	82%	-	*	62%	69%	71%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 730
Grade Span: KG - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**27%**	24%	25%	*	-	39%	*	-	*	27%	31%
	2016	17%	16%	**25%**	21%	23%	*	-	45%	-	*	29%	28%	31%
Reading	2017	17%	16%	**22%**	*	19%	*	-	39%	*	-	*	20%	22%
	2016	16%	16%	**24%**	29%	20%	*	-	41%	-	*	24%	21%	28%
Mathematics	2017	20%	16%	**31%**	*	31%	*	-	39%	*	-	*	34%	41%
	2016	17%	15%	**26%**	*	27%	*	-	50%	-	*	33%	34%	33%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**32%**	*	30%	*	-	*	-	-	*	34%	46%
	2016	35%	35%	**32%**	*	36%	*	-	*	-	-	*	*	56%
Mathematics	2017	43%	44%	**48%**	*	50%	*	-	*	-	-	*	45%	86%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 730
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**80%**	86%	-	79%	93%	-	94%	-	94%	75%	87%	85%
	2016	75%	72%	**78%**	80%	-	78%	84%	-	84%	-	84%	59%	81%	78%
Reading	2017	72%	67%	**79%**	84%	-	80%	89%	-	85%	-	85%	77%	84%	83%
	2016	73%	68%	**80%**	80%	-	76%	87%	-	76%	-	76%	60%	80%	77%
Mathematics	2017	79%	77%	**83%**	91%	-	84%	98%	-	100%	-	100%	77%	92%	90%
	2016	76%	76%	**77%**	83%	-	84%	82%	-	88%	-	88%	55%	84%	80%
Writing	2017	67%	66%	**76%**	78%	-	65%	90%	-	100%	-	100%	67%	81%	79%
	2016	69%	68%	**78%**	75%	-	69%	83%	-	90%	-	90%	64%	77%	75%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**46%**	51%	-	42%	59%	-	*	-	*	23%	51%	45%
	2016	45%	39%	**40%**	46%	-	33%	62%	-	88%	-	88%	*	49%	44%
Reading	2017	48%	41%	**51%**	56%	-	53%	58%	-	*	-	*	41%	55%	52%
	2016	46%	38%	**47%**	53%	-	42%	68%	-	88%	-	88%	26%	56%	51%
Mathematics	2017	48%	41%	**53%**	67%	-	59%	73%	-	*	-	*	32%	67%	59%
	2016	43%	38%	**39%**	40%	-	32%	49%	-	75%	-	75%	*	43%	38%
Writing	2017	38%	33%	**49%**	53%	-	*	71%	-	*	-	*	*	53%	47%
	2016	41%	36%	**51%**	66%	-	56%	77%	-	63%	-	63%	*	65%	61%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**29%**	36%	-	25%	47%	-	44%	-	44%	15%	37%	33%
	2016	18%	14%	**20%**	26%	-	21%	36%	-	41%	-	41%	*	28%	25%
Reading	2017	19%	14%	**30%**	34%	-	24%	43%	-	*	-	*	*	33%	31%
	2016	17%	12%	**22%**	29%	-	21%	44%	-	29%	-	29%	*	29%	26%
Mathematics	2017	23%	17%	**32%**	42%	-	33%	50%	-	69%	-	69%	*	45%	40%
	2016	19%	14%	**19%**	23%	-	22%	26%	-	47%	-	47%	*	27%	24%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 730
Grade Span: KG - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**20%**	27%	-	*	48%	-	*	-	*	*	26%	21%
	2016	15%	12%	**21%**	27%	-	19%	39%	-	50%	-	50%	*	30%	28%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**64%**	65%	-	49%	83%	-	68%	-	68%	78%	66%	67%
	2016	62%	62%	**70%**	68%	-	61%	80%	-	81%	-	81%	*	71%	70%
Reading	2017	59%	57%	**61%**	56%	-	*	*	-	*	-	*	*	58%	59%
	2016	60%	61%	**74%**	67%	-	54%	91%	-	75%	-	75%	*	69%	69%
Mathematics	2017	64%	59%	**67%**	74%	-	55%	95%	-	73%	-	73%	*	74%	76%
	2016	63%	63%	**67%**	69%	-	69%	70%	-	88%	-	88%	*	73%	71%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**27%**	33%	-	21%	45%	-	45%	-	45%	28%	35%	34%
	2016	17%	16%	**25%**	27%	-	28%	26%	-	50%	-	50%	*	32%	30%
Reading	2017	17%	16%	**22%**	17%	-	*	*	-	*	-	*	*	21%	21%
	2016	16%	16%	**24%**	22%	-	20%	26%	-	44%	-	44%	*	26%	27%
Mathematics	2017	20%	16%	**31%**	48%	-	27%	70%	-	55%	-	55%	*	49%	47%
	2016	17%	15%	**26%**	32%	-	36%	26%	-	56%	-	56%	*	37%	34%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**32%**	*	-	*	*	-	*	-	*	*	*	46%
	2016	35%	35%	**32%**	*	-	*	*	-	*	-	*	*	*	56%
Mathematics	2017	43%	44%	**48%**	*	-	-	*	-	*	-	*	*	*	86%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 730
Grade Span: KG - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%
Included in Accountability	94%	94%	**99%**	100%	99%	100%	-	100%	*	-	100%	99%	100%
Not Included in Accountability													
Mobile	4%	4%	**1%**	0%	1%	0%	-	0%	*	-	0%	1%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%
Included in Accountability	94%	94%	**95%**	89%	96%	96%	-	100%	*	*	100%	94%	97%
Not Included in Accountability													
Mobile	4%	4%	**4%**	11%	3%	4%	-	0%	*	*	0%	5%	2%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	0%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**97.0%**	96.8%	96.9%	96.0%	*	98.2%	*	*	96.6%	96.8%	97.4%
2014-15	95.7%	95.3%	**97.1%**	97.1%	97.1%	96.5%	*	98.2%	*	*	96.7%	97.0%	97.5%

District Name: PASADENA ISD
Campus Name: LAURA WELCH BUSH EL
Campus Number: 101917137

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 730
Grade Span: KG - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	730	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	112	15.3%	6.5%	7.0%
Grade 1	169	23.2%	7.6%	7.4%
Grade 2	136	18.6%	8.0%	7.6%
Grade 3	160	21.9%	7.7%	7.7%
Grade 4	153	21.0%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	88	12.1%	7.6%	12.6%
Hispanic	524	71.8%	82.7%	52.4%
White	42	5.8%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	71	9.7%	3.0%	4.2%
Pacific Islander	3	0.4%	0.1%	0.1%
Two or More Races	2	0.3%	0.7%	2.2%
Economically Disadvantaged	446	61.1%	77.8%	59.0%
Non-Educationally Disadvantaged	284	38.9%	22.2%	41.0%
English Language Learners (ELL)	277	37.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	455	62.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	56			
By Type of Primary Disability				
Students with Intellectual Disabilities	6	10.7%	47.0%	44.5%
Students with Physical Disabilities	20	35.7%	16.5%	21.9%
Students with Autism	11	19.6%	19.1%	12.5%
Students with Behavioral Disabilities	19	33.9%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	77	9.3%	15.5%	16.2%
By Ethnicity:				
African American	22	2.7%		
Hispanic	42	5.1%		
White	7	0.8%		
American Indian	1	0.1%		
Asian	4	0.5%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.1%	1.8%	0.0%	1.6%	7.7%
Grade 1	15.9%	9.5%	3.8%	11.8%	13.5%	6.8%
Grade 2	10.2%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	4.3%	3.5%	1.6%	9.1%	1.0%	1.2%
Grade 4	1.2%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.0	17.3	18.8
Grade 1	18.9	18.2	18.8
Grade 2	18.0	18.3	18.9
Grade 3	17.8	18.3	19.0
Grade 4	19.2	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	72.5	100.0%	100.0%	100.0%
Professional Staff:	60.9	84.0%	60.0%	64.0%
Teachers	53.1	73.3%	47.3%	50.0%
Professional Support	4.7	6.5%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.1%	2.4%	2.9%
Educational Aides:	11.6	16.0%	11.2%	9.6%
Total Minority Staff:	47.9	66.0%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.1	5.9%	9.4%	10.2%
Hispanic	27.0	50.8%	34.6%	26.6%
White	20.0	37.6%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.0	5.6%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.0	7.5%	23.8%	23.7%
Females	49.1	92.5%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	44.1	83.1%	78.0%	74.5%
Masters	9.0	16.9%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.3%	7.8%
1-5 Years Experience	20.0	37.7%	35.5%	28.0%
6-10 Years Experience	14.1	26.6%	23.5%	20.9%
11-20 Years Experience	16.0	30.1%	23.9%	27.8%
Over 20 Years Experience	3.0	5.6%	9.9%	15.5%
Number of Students per Teacher	13.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	20.4	19.5
Average Years Experience of Principals with District	26.0	19.3	12.2
Average Years Experience of Assistant Principals	18.5	15.3	15.7
Average Years Experience of Assistant Principals with District	18.0	13.7	10.1
Average Years Experience of Teachers:	8.5	9.2	10.9
Average Years Experience of Teachers with District:	6.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,819	$46,199
1-5 Years Experience	$52,645	$52,776	$48,779
6-10 Years Experience	$53,258	$54,387	$51,184
11-20 Years Experience	$55,236	$54,825	$54,396
Over 20 Years Experience	$61,562	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,092	$54,351	$52,525
Professional Support	$65,053	$70,369	$61,728
Campus Administration (School Leadership)	$88,982	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	339	46.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	55	7.5%	5.0%	7.8%
Special Education	56	7.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	20.7	39.1%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	30.3	57.0%	62.9%	72.8%
Special Education	2.1	4.0%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **SOUTH BELT EL**

Campus Number: **101917138**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 617
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**88%**	65%	90%	100%	-	100%	-	*	77%	83%	100%
	2016	73%	74%	**84%**	86%	83%	77%	-	89%	-	83%	*	77%	64%
Mathematics	2017	78%	78%	**92%**	90%	90%	94%	-	100%	-	*	85%	89%	93%
	2016	75%	76%	**90%**	81%	88%	100%	-	94%	-	100%	*	82%	82%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**86%**	79%	87%	93%	-	95%	-	71%	38%	86%	85%
	2016	75%	76%	**96%**	85%	98%	100%	-	100%	-	*	100%	96%	100%
Mathematics	2017	76%	76%	**91%**	82%	94%	93%	-	95%	-	86%	63%	86%	92%
	2016	73%	74%	**97%**	92%	98%	100%	-	100%	-	*	100%	98%	100%
Writing	2017	65%	66%	**76%**	79%	67%	87%	-	90%	-	83%	*	75%	69%
	2016	69%	70%	**88%**	92%	85%	92%	-	100%	-	*	75%	87%	93%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**87%**	79%	85%	94%	-	96%	-	82%	55%	84%	88%
	2016	75%	72%	**91%**	86%	90%	94%	-	97%	-	81%	71%	87%	89%
Reading	2017	72%	67%	**87%**	73%	88%	97%	-	97%	-	73%	55%	85%	93%
	2016	73%	68%	**90%**	85%	90%	88%	-	95%	-	82%	70%	85%	85%
Mathematics	2017	79%	77%	**92%**	85%	92%	94%	-	97%	-	91%	72%	88%	93%
	2016	76%	76%	**93%**	85%	93%	100%	-	97%	-	91%	70%	89%	92%
Writing	2017	67%	66%	**76%**	79%	67%	87%	-	90%	-	83%	*	75%	69%
	2016	69%	68%	**88%**	92%	85%	92%	-	100%	-	*	75%	87%	93%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**51%**	42%	50%	55%	-	71%	-	*	38%	47%	54%
	2016	45%	39%	**53%**	44%	47%	54%	-	80%	-	55%	*	45%	46%

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 617
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**58%**	46%	59%	77%	-	66%	-	*	38%	50%	57%
	2016	46%	38%	**62%**	56%	60%	63%	-	74%	-	64%	*	56%	42%
Mathematics	2017	48%	41%	**62%**	52%	59%	61%	-	87%	-	55%	45%	60%	64%
	2016	43%	38%	**60%**	38%	56%	67%	-	89%	-	64%	*	50%	58%
Writing	2017	38%	33%	**38%**	32%	30%	47%	-	70%	-	*	*	31%	38%
	2016	41%	36%	**54%**	62%	46%	50%	-	78%	-	*	*	50%	50%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**27%**	19%	23%	35%	-	47%	-	18%	8%	21%	23%
	2016	18%	14%	**30%**	25%	24%	37%	-	52%	-	*	24%	23%	17%
Reading	2017	19%	14%	**30%**	21%	27%	39%	-	50%	-	*	*	24%	25%
	2016	17%	12%	**30%**	35%	25%	35%	-	47%	-	*	*	25%	*
Mathematics	2017	23%	17%	**34%**	27%	28%	39%	-	58%	-	*	*	27%	32%
	2016	19%	14%	**32%**	21%	24%	46%	-	63%	-	*	26%	21%	31%
Writing	2017	12%	8%	**8%**	*	*	*	-	*	-	*	*	*	*
	2016	15%	12%	**24%**	*	23%	*	-	40%	-	*	42%	20%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**59%**	48%	59%	68%	-	78%	-	*	59%	52%	75%
	2016	62%	62%	**69%**	71%	66%	*	-	78%	-	*	83%	63%	*
Reading	2017	59%	57%	**58%**	*	59%	*	-	75%	-	*	*	51%	78%
	2016	60%	61%	**69%**	*	69%	*	-	*	-	*	*	70%	*
Mathematics	2017	64%	59%	**60%**	56%	59%	*	-	80%	-	*	*	53%	72%
	2016	63%	63%	**69%**	*	63%	*	-	80%	-	*	*	57%	*

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 617
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**21%**	15%	20%	21%	-	43%	-	*	16%	13%	31%
	2016	17%	16%	**21%**	25%	22%	*	-	25%	-	*	25%	23%	*
Reading	2017	17%	16%	**17%**	*	16%	*	-	35%	-	*	*	7%	28%
	2016	16%	16%	**17%**	*	17%	*	-	*	-	*	*	22%	*
Mathematics	2017	20%	16%	**26%**	22%	23%	*	-	50%	-	*	*	19%	33%
	2016	17%	15%	**26%**	*	27%	*	-	30%	-	*	*	24%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**41%**	*	*	*	-	*	-	*	*	*	*
	2016	35%	35%	*	-	*	*	-	-	-	*	*	*	-
Mathematics	2017	43%	44%	**40%**	*	*	-	-	*	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 617
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**87%**	-	-	-	-	-	*	-	*	88%	*	88%
	2016	75%	72%	**91%**	-	-	-	-	-	-	-	-	89%	-	89%
Reading	2017	72%	67%	**87%**	-	-	-	-	-	*	-	*	93%	*	93%
	2016	73%	68%	**90%**	-	-	-	-	-	-	-	-	85%	-	85%
Mathematics	2017	79%	77%	**92%**	-	-	-	-	-	*	-	*	93%	*	93%
	2016	76%	76%	**93%**	-	-	-	-	-	-	-	-	92%	-	92%
Writing	2017	67%	66%	**76%**	-	-	-	-	-	*	-	*	67%	*	69%
	2016	69%	68%	**88%**	-	-	-	-	-	-	-	-	93%	-	93%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**51%**	-	-	-	-	-	*	-	*	52%	*	54%
	2016	45%	39%	**53%**	-	-	-	-	-	-	-	-	46%	-	46%
Reading	2017	48%	41%	**58%**	-	-	-	-	-	*	-	*	59%	*	57%
	2016	46%	38%	**62%**	-	-	-	-	-	-	-	-	42%	-	42%
Mathematics	2017	48%	41%	**62%**	-	-	-	-	-	*	-	*	63%	*	64%
	2016	43%	38%	**60%**	-	-	-	-	-	-	-	-	58%	-	58%
Writing	2017	38%	33%	**38%**	-	-	-	-	-	*	-	*	*	*	38%
	2016	41%	36%	**54%**	-	-	-	-	-	-	-	-	50%	-	50%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**27%**	-	-	-	-	-	*	-	*	24%	*	23%
	2016	18%	14%	**30%**	-	-	-	-	-	-	-	-	17%	-	17%
Reading	2017	19%	14%	**30%**	-	-	-	-	-	*	-	*	26%	*	25%
	2016	17%	12%	**30%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	23%	17%	**34%**	-	-	-	-	-	*	-	*	33%	*	32%
	2016	19%	14%	**32%**	-	-	-	-	-	-	-	-	31%	-	31%

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 617
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Writing	2017	12%	8%	**8%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	12%	**24%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**59%**	-	-	-	-	-	*	-	*	67%	*	69%
	2016	62%	62%	**69%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	59%	57%	**58%**	-	-	-	-	-	*	-	*	*	*	*
	2016	60%	61%	**69%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	64%	59%	**60%**	-	-	-	-	-	*	-	*	*	*	*
	2016	63%	63%	**69%**	-	-	-	-	-	-	-	-	*	-	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**21%**	-	-	-	-	-	*	-	*	21%	*	19%
	2016	17%	16%	**21%**	-	-	-	-	-	-	-	-	*	-	*
Reading	2017	17%	16%	**17%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	16%	**17%**	-	-	-	-	-	-	-	-	*	-	*
Mathematics	2017	20%	16%	**26%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	15%	**26%**	-	-	-	-	-	-	-	-	*	-	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**41%**	-	-	-	-	-	-	-	-	*	-	*
	2016	35%	35%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	43%	44%	**40%**	-	-	-	-	-	-	-	-	*	-	*

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 617
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	99%	100%	-	100%	-	97%	99%	99%	100%
Included in Accountability	94%	94%	**91%**	82%	95%	95%	-	90%	-	97%	96%	90%	87%
Not Included in Accountability													
Mobile	4%	4%	**8%**	18%	5%	5%	-	9%	-	0%	3%	9%	11%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	1%	-	0%	0%	0%	1%
Not Tested	1%	1%	**0%**	0%	1%	0%	-	0%	-	3%	1%	1%	0%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	3%	1%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	100%	100%	99%	99%
Included in Accountability	94%	94%	**95%**	93%	96%	93%	-	94%	-	100%	91%	95%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	7%	3%	7%	-	6%	-	0%	9%	4%	6%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	1%
Absent	1%	1%	**0%**	0%	1%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	1%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	96.4%	96.1%	95.2%	-	97.7%	-	95.7%	94.5%	96.1%	97.2%
2014-15	95.7%	95.3%	**96.5%**	96.6%	96.5%	95.5%	-	97.8%	*	96.8%	94.0%	96.4%	97.8%

District Name: PASADENA ISD
Campus Name: SOUTH BELT EL
Campus Number: 101917138

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 617
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	617	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	22	3.6%	4.2%	4.2%
Kindergarten	98	15.9%	6.5%	7.0%
Grade 1	109	17.7%	7.6%	7.4%
Grade 2	123	19.9%	8.0%	7.6%
Grade 3	126	20.4%	7.7%	7.7%
Grade 4	139	22.5%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	125	20.3%	7.6%	12.6%
Hispanic	326	52.8%	82.7%	52.4%
White	72	11.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	77	12.5%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	17	2.8%	0.7%	2.2%
Economically Disadvantaged	341	55.3%	77.8%	59.0%
Non-Educationally Disadvantaged	276	44.7%	22.2%	41.0%
English Language Learners (ELL)	74	12.0%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	276	44.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	66			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	12.1%	47.0%	44.5%
Students with Physical Disabilities	20	30.3%	16.5%	21.9%
Students with Autism	31	47.0%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	87	16.7%	15.5%	16.2%
By Ethnicity:				
African American	32	6.2%		
Hispanic	35	6.7%		
White	12	2.3%		
American Indian	0	0.0%		
Asian	8	1.5%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.4%	0.1%	1.8%	7.1%	1.6%	7.7%
Grade 1	12.0%	9.5%	3.8%	15.4%	13.5%	6.8%
Grade 2	7.4%	8.5%	2.4%	0.0%	3.9%	3.1%
Grade 3	2.7%	3.5%	1.6%	0.0%	1.0%	1.2%
Grade 4	2.1%	1.1%	0.8%	0.0%	0.5%	0.7%
Grade 5	-	0.2%	0.4%	-	0.4%	0.7%
Grade 6	-	0.4%	0.6%	-	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.8	17.3	18.8
Grade 1	17.0	18.2	18.8
Grade 2	19.7	18.3	18.9
Grade 3	19.3	18.3	19.0
Grade 4	22.3	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.6	100.0%	100.0%	100.0%
Professional Staff:	47.4	78.3%	60.0%	64.0%
Teachers	39.8	65.6%	47.3%	50.0%
Professional Support	5.7	9.4%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.4%	2.9%
Educational Aides:	13.2	21.7%	11.2%	9.6%
Total Minority Staff:	21.4	35.3%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	5.0%	9.4%	10.2%
Hispanic	6.0	15.1%	34.6%	26.6%
White	27.8	69.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	5.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	5.0%	1.1%	1.1%
Males	0.0	0.0%	23.8%	23.7%
Females	39.8	100.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	28.8	72.3%	78.0%	74.5%
Masters	11.0	27.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.8	4.4%	7.3%	7.8%
1-5 Years Experience	10.0	25.2%	35.5%	28.0%
6-10 Years Experience	16.0	40.2%	23.5%	20.9%
11-20 Years Experience	10.0	25.1%	23.9%	27.8%
Over 20 Years Experience	2.0	5.0%	9.9%	15.5%
Number of Students per Teacher	15.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	32.0	20.4	19.5
Average Years Experience of Principals with District	32.0	19.3	12.2
Average Years Experience of Assistant Principals	8.0	15.3	15.7
Average Years Experience of Assistant Principals with District	8.0	13.7	10.1
Average Years Experience of Teachers:	8.5	9.2	10.9
Average Years Experience of Teachers with District:	7.1	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,015	$50,819	$46,199
1-5 Years Experience	$52,630	$52,776	$48,779
6-10 Years Experience	$54,134	$54,387	$51,184
11-20 Years Experience	$57,124	$54,825	$54,396
Over 20 Years Experience	$61,711	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,750	$54,351	$52,525
Professional Support	$67,326	$70,369	$61,728
Campus Administration (School Leadership)	$92,135	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	8	1.3%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	26	4.2%	5.0%	7.8%
Special Education	66	10.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	3.6	9.1%	2.3%	1.9%
Regular Education	32.9	82.8%	62.9%	72.8%
Special Education	3.2	8.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **CARTER LOMAX MIDDLE**

Campus Number: **101917139**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 632
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**86%**	100%	82%	100%	-	100%	-	*	40%	84%	69%
	2016	81%	76%	**85%**	*	83%	91%	-	93%	-	*	30%	82%	66%
Mathematics	2017	87%	83%	**94%**	100%	93%	98%	-	100%	-	*	56%	94%	91%
	2016	86%	82%	**91%**	*	91%	91%	-	100%	-	*	25%	90%	85%
Science	2017	74%	67%	**85%**	100%	84%	87%	-	100%	-	*	56%	84%	77%
	2016	74%	68%	**84%**	*	85%	82%	-	86%	-	*	35%	82%	81%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**76%**	*	74%	79%	-	86%	-	*	33%	69%	33%
	2016	69%	66%	**77%**	88%	71%	92%	-	100%	*	*	41%	71%	52%
Mathematics	2017	76%	62%	**79%**	-	79%	84%	-	*	-	*	50%	76%	61%
	2016	72%	72%	**84%**	75%	84%	81%	-	92%	*	*	63%	82%	76%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**99%**	-	98%	100%	-	100%	-	*	-	100%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**85%**	95%	84%	90%	-	96%	-	67%	47%	83%	70%
	2016	75%	72%	**84%**	64%	82%	88%	-	94%	*	92%	41%	81%	72%
Reading	2017	72%	67%	**81%**	88%	78%	88%	-	94%	-	*	36%	77%	56%
	2016	73%	68%	**80%**	73%	76%	91%	-	96%	*	*	37%	76%	59%
Mathematics	2017	79%	77%	**90%**	100%	89%	92%	-	94%	-	*	53%	88%	81%
	2016	76%	76%	**87%**	64%	87%	86%	-	96%	*	100%	48%	86%	81%
Science	2017	79%	76%	**85%**	100%	84%	87%	-	100%	-	*	56%	84%	77%
	2016	79%	76%	**84%**	*	85%	82%	-	86%	-	*	35%	82%	81%

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 632
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**41%**	*	38%	41%	-	77%	-	*	20%	37%	20%
	2016	45%	39%	**37%**	*	33%	47%	-	77%	*	*	*	34%	20%
Reading	2017	48%	41%	**46%**	*	42%	55%	-	74%	-	*	22%	40%	14%
	2016	46%	38%	**45%**	*	40%	57%	-	73%	*	*	*	39%	17%
Mathematics	2017	48%	41%	**45%**	*	42%	44%	-	86%	-	*	18%	43%	34%
	2016	43%	38%	**48%**	*	44%	54%	-	88%	*	*	*	45%	29%
Science	2017	52%	47%	**50%**	*	44%	60%	-	95%	-	*	*	44%	32%
	2016	47%	43%	**42%**	*	38%	48%	-	77%	-	*	*	38%	45%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**21%**	*	17%	26%	-	56%	-	*	*	17%	11%
	2016	18%	14%	**17%**	*	15%	21%	-	49%	*	*	4%	15%	5%
Reading	2017	19%	14%	**25%**	*	21%	33%	-	53%	-	*	*	19%	6%
	2016	17%	12%	**22%**	*	19%	29%	-	48%	*	*	*	18%	5%
Mathematics	2017	23%	17%	**19%**	*	16%	18%	-	67%	-	*	*	17%	16%
	2016	19%	14%	**15%**	*	13%	13%	-	63%	*	*	*	14%	5%
Science	2017	19%	15%	**18%**	*	13%	29%	-	45%	-	*	*	14%	11%
	2016	16%	13%	**12%**	*	8%	21%	-	*	-	*	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**60%**	*	60%	56%	-	75%	-	*	65%	59%	59%
	2016	62%	62%	**70%**	*	69%	73%	-	78%	*	*	62%	70%	68%
Reading	2017	59%	57%	**57%**	*	55%	58%	-	75%	-	*	58%	55%	54%
	2016	60%	61%	**65%**	*	62%	73%	-	72%	*	*	55%	64%	61%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**63%**	*	64%	54%	-	75%	-	*	72%	64%	63%
	2016	63%	63%	**75%**	*	75%	73%	-	84%	*	*	69%	76%	76%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**16%**	*	14%	19%	-	38%	-	*	15%	15%	13%
	2016	17%	16%	**22%**	*	21%	25%	-	42%	*	*	22%	23%	19%
Reading	2017	17%	16%	**17%**	*	13%	26%	-	36%	-	*	13%	15%	12%
	2016	16%	16%	**22%**	*	20%	28%	-	40%	*	*	18%	22%	16%
Mathematics	2017	20%	16%	**16%**	*	15%	11%	-	39%	-	*	17%	15%	15%
	2016	17%	15%	**22%**	*	21%	21%	-	44%	*	*	25%	24%	22%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**30%**	*	26%	62%	-	*	-	*	15%	32%	17%
	2016	35%	35%	**34%**	*	33%	43%	-	*	-	*	*	33%	19%
Mathematics	2017	43%	44%	**66%**	*	65%	70%	-	*	-	*	37%	66%	59%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**77%**	86%	72%	96%	-	100%	-	*	22%	72%	56%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**23%**	*	28%	*	-	*	-	*	78%	28%	44%
STAAR Cumulative Met Standard														
	2017	81%	75%	**85%**	100%	81%	100%	-	100%	-	*	35%	83%	68%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**83%**	100%	81%	87%	-	100%	-	*	30%	83%	79%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**17%**	*	19%	13%	-	*	-	*	70%	17%	21%
STAAR Cumulative Met Standard														
	2017	87%	82%	**93%**	100%	92%	98%	-	100%	-	*	52%	93%	88%

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 632
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**85%**	68%	-	68%	-	-	*	-	*	78%	68%	70%
	2016	75%	72%	**84%**	73%	-	73%	-	-	*	-	*	74%	71%	72%
Reading	2017	72%	67%	**81%**	52%	-	52%	-	-	*	-	*	72%	52%	56%
	2016	73%	68%	**80%**	56%	-	56%	-	-	*	-	*	68%	56%	59%
Mathematics	2017	79%	77%	**90%**	80%	-	80%	-	-	*	-	*	84%	80%	81%
	2016	76%	76%	**87%**	83%	-	83%	-	-	*	-	*	79%	81%	81%
Science	2017	79%	76%	**85%**	76%	-	76%	-	-	*	-	*	80%	77%	77%
	2016	79%	76%	**84%**	84%	-	84%	-	-	*	-	*	79%	82%	81%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**41%**	17%	-	17%	-	-	*	-	*	28%	17%	20%
	2016	45%	39%	**37%**	23%	-	23%	-	-	*	-	*	*	23%	20%
Reading	2017	48%	41%	**46%**	8%	-	8%	-	-	*	-	*	32%	8%	14%
	2016	46%	38%	**45%**	16%	-	16%	-	-	*	-	*	21%	15%	17%
Mathematics	2017	48%	41%	**45%**	35%	-	35%	-	-	*	-	*	32%	35%	34%
	2016	43%	38%	**48%**	33%	-	33%	-	-	*	-	*	21%	32%	29%
Science	2017	52%	47%	**50%**	30%	-	30%	-	-	-	-	-	40%	30%	32%
	2016	47%	43%	**42%**	46%	-	46%	-	-	-	-	-	43%	46%	45%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**21%**	9%	-	9%	-	-	*	-	*	15%	10%	11%
	2016	18%	14%	**17%**	4%	-	4%	-	-	*	-	*	7%	4%	5%
Reading	2017	19%	14%	**25%**	*	-	*	-	-	*	-	*	*	*	6%
	2016	17%	12%	**22%**	*	-	*	-	-	*	-	*	*	*	5%
Mathematics	2017	23%	17%	**19%**	15%	-	15%	-	-	*	-	*	*	16%	16%
	2016	19%	14%	**15%**	*	-	*	-	-	*	-	*	*	*	5%

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 632
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**18%**	*	-	*	-	-	*	-	*	*	8%	11%
	2016	16%	13%	**12%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**60%**	62%	-	62%	-	-	*	-	*	54%	61%	60%
	2016	62%	62%	**70%**	72%	-	72%	-	-	*	-	*	74%	71%	72%
Reading	2017	59%	57%	**57%**	53%	-	53%	-	-	*	-	*	*	53%	52%
	2016	60%	61%	**65%**	62%	-	62%	-	-	*	-	*	63%	60%	61%
Mathematics	2017	64%	59%	**63%**	70%	-	70%	-	-	*	-	*	*	70%	68%
	2016	63%	63%	**75%**	81%	-	81%	-	-	*	-	*	85%	82%	83%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**16%**	18%	-	18%	-	-	*	-	*	14%	18%	18%
	2016	17%	16%	**22%**	18%	-	18%	-	-	*	-	*	24%	17%	19%
Reading	2017	17%	16%	**17%**	13%	-	13%	-	-	*	-	*	*	14%	14%
	2016	16%	16%	**22%**	16%	-	16%	-	-	*	-	*	22%	15%	17%
Mathematics	2017	20%	16%	**16%**	22%	-	22%	-	-	*	-	*	*	23%	21%
	2016	17%	15%	**22%**	20%	-	20%	-	-	*	-	*	26%	19%	21%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**30%**	18%	-	18%	-	-	*	-	*	*	18%	17%
	2016	35%	35%	**34%**	23%	-	23%	-	-	*	-	*	*	22%	19%
Mathematics	2017	43%	44%	**66%**	57%	-	57%	-	-	*	-	*	70%	55%	59%

District Name: PASADENA ISD
Campus Name: CARTER LOMAX MIDDLE
Campus Number: 101917139

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 632
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	96%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**96%**	96%	96%	96%	-	100%	-	100%	96%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	4%	4%	-	0%	-	0%	4%	4%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	4%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	4%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	93%	96%	91%	-	100%	*	100%	87%	94%	92%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	3%	9%	-	0%	*	0%	13%	5%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	*	0%	0%	0%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.8%**	96.6%	97.0%	95.8%	-	99.3%	*	*	95.6%	96.7%	97.5%
2014-15	95.7%	95.3%	**96.7%**	95.8%	97.0%	95.2%	*	98.5%	*	96.3%	96.0%	96.7%	97.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	632	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	333	52.7%	7.2%	7.5%
Grade 6	299	47.3%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	10	1.6%	7.6%	12.6%
Hispanic	475	75.2%	82.7%	52.4%
White	106	16.8%	5.9%	28.1%
American Indian	1	0.2%	0.1%	0.4%
Asian	37	5.9%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.5%	0.7%	2.2%
Economically Disadvantaged	399	63.1%	77.8%	59.0%
Non-Educationally Disadvantaged	233	36.9%	22.2%	41.0%
English Language Learners (ELL)	123	19.5%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.3%	1.1%	1.4%
At-Risk	316	50.0%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	55			
By Type of Primary Disability				
Students with Intellectual Disabilities	35	63.6%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	*	*	19.1%	12.5%
Students with Behavioral Disabilities	14	25.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	52	8.1%	15.5%	16.2%
By Ethnicity:				
African American	3	0.5%		
Hispanic	28	4.4%		
White	21	3.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	19.4	18.9	20.9
Grade 6	18.9	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	63.0	100.0%	100.0%	100.0%
Professional Staff:	54.5	86.5%	60.0%	64.0%
Teachers	47.1	74.7%	47.3%	50.0%
Professional Support	4.4	7.0%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.8%	2.4%	2.9%
Educational Aides:	8.5	13.5%	11.2%	9.6%
Total Minority Staff:	24.1	38.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.1%	9.4%	10.2%
Hispanic	13.1	27.8%	34.6%	26.6%
White	32.0	67.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.1%	1.1%	1.1%
Males	8.3	17.7%	23.8%	23.7%
Females	38.8	82.3%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	38.8	82.3%	78.0%	74.5%
Masters	8.3	17.7%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	10.6%	7.3%	7.8%
1-5 Years Experience	16.0	34.0%	35.5%	28.0%
6-10 Years Experience	13.8	29.4%	23.5%	20.9%
11-20 Years Experience	5.4	11.6%	23.9%	27.8%
Over 20 Years Experience	6.8	14.4%	9.9%	15.5%
Number of Students per Teacher	13.4	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	21.0	20.4	19.5
Average Years Experience of Principals with District	20.0	19.3	12.2
Average Years Experience of Assistant Principals	10.5	15.3	15.7
Average Years Experience of Assistant Principals with District	10.5	13.7	10.1
Average Years Experience of Teachers:	8.6	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,538	$50,819	$46,199
1-5 Years Experience	$52,809	$52,776	$48,779
6-10 Years Experience	$52,209	$54,387	$51,184
11-20 Years Experience	$53,468	$54,825	$54,396
Over 20 Years Experience	$63,772	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,153	$54,351	$52,525
Professional Support	$70,768	$70,369	$61,728
Campus Administration (School Leadership)	$87,602	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	99	15.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	72	11.4%	5.0%	7.8%
Special Education	55	8.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.4	5.2%	2.3%	1.9%
Regular Education	36.4	77.4%	62.9%	72.8%
Special Education	8.2	17.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MELILLO MIDDLE**

Campus Number: **101917140**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 670
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**92%**	91%	92%	93%	-	98%	*	86%	73%	89%	87%
	2016	81%	76%	**90%**	76%	90%	94%	*	100%	-	100%	29%	86%	81%
Mathematics	2017	87%	83%	**97%**	93%	96%	96%	-	100%	*	100%	81%	95%	95%
	2016	86%	82%	**93%**	76%	94%	97%	*	96%	-	100%	50%	88%	90%
Science	2017	74%	67%	**83%**	74%	82%	89%	-	95%	*	86%	58%	76%	61%
	2016	74%	68%	**83%**	58%	83%	94%	*	96%	-	86%	39%	77%	79%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**75%**	63%	72%	81%	-	100%	-	86%	21%	70%	39%
	2016	69%	66%	**78%**	71%	77%	90%	*	81%	-	88%	33%	78%	56%
Mathematics	2017	76%	62%	**78%**	66%	79%	79%	-	92%	-	*	26%	76%	65%
	2016	72%	72%	**85%**	76%	85%	90%	*	92%	-	88%	41%	82%	83%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**99%**	100%	98%	100%	-	100%	-	*	*	98%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**86%**	80%	85%	89%	-	98%	*	91%	53%	82%	72%
	2016	75%	72%	**86%**	71%	86%	93%	100%	93%	-	92%	38%	82%	80%
Reading	2017	72%	67%	**84%**	79%	82%	86%	-	99%	*	86%	48%	79%	67%
	2016	73%	68%	**84%**	73%	83%	92%	*	91%	-	93%	31%	82%	73%
Mathematics	2017	79%	77%	**91%**	85%	90%	92%	-	99%	*	100%	56%	88%	83%
	2016	76%	76%	**89%**	76%	89%	94%	*	94%	-	93%	45%	85%	88%
Science	2017	79%	76%	**83%**	74%	82%	89%	-	95%	*	86%	58%	76%	61%
	2016	79%	76%	**83%**	58%	83%	94%	*	96%	-	86%	39%	77%	79%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 670
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**44%**	38%	38%	56%	-	71%	*	57%	14%	35%	19%
	2016	45%	39%	**45%**	26%	42%	58%	*	67%	-	80%	9%	40%	18%
Reading	2017	48%	41%	**53%**	48%	49%	59%	-	70%	*	86%	18%	47%	29%
	2016	46%	38%	**49%**	31%	49%	63%	*	57%	-	80%	13%	45%	20%
Mathematics	2017	48%	41%	**53%**	37%	48%	67%	-	85%	*	57%	18%	44%	26%
	2016	43%	38%	**56%**	38%	53%	68%	*	82%	-	87%	11%	52%	30%
Science	2017	52%	47%	**50%**	41%	44%	59%	-	80%	*	*	27%	41%	22%
	2016	47%	43%	**43%**	28%	41%	62%	*	50%	-	71%	*	33%	23%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**23%**	16%	19%	34%	-	44%	*	29%	8%	18%	8%
	2016	18%	14%	**21%**	15%	18%	34%	*	34%	-	32%	5%	18%	9%
Reading	2017	19%	14%	**26%**	17%	22%	43%	-	39%	*	50%	*	21%	9%
	2016	17%	12%	**24%**	18%	21%	39%	*	26%	-	53%	8%	21%	*
Mathematics	2017	23%	17%	**22%**	17%	17%	27%	-	54%	*	*	*	17%	11%
	2016	19%	14%	**23%**	13%	20%	37%	*	48%	-	*	*	20%	12%
Science	2017	19%	15%	**20%**	15%	17%	30%	-	38%	*	*	*	12%	*
	2016	16%	13%	**10%**	14%	7%	18%	*	23%	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**60%**	63%	58%	57%	-	73%	-	75%	54%	61%	60%
	2016	62%	62%	**69%**	68%	67%	75%	*	78%	-	72%	55%	69%	69%
Reading	2017	59%	57%	**59%**	62%	55%	66%	-	70%	-	*	54%	59%	59%
	2016	60%	61%	**64%**	63%	61%	73%	*	73%	-	71%	*	62%	60%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**61%**	64%	60%	48%	-	76%	-	*	*	62%	61%
	2016	63%	63%	**74%**	74%	72%	77%	*	83%	-	*	65%	75%	77%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**17%**	15%	16%	17%	-	25%	-	18%	10%	16%	16%
	2016	17%	16%	**20%**	17%	19%	26%	*	26%	-	28%	11%	20%	22%
Reading	2017	17%	16%	**19%**	19%	18%	20%	-	21%	-	*	16%	18%	17%
	2016	16%	16%	**19%**	15%	17%	29%	*	25%	-	36%	*	19%	17%
Mathematics	2017	20%	16%	**15%**	12%	14%	15%	-	28%	-	*	*	14%	14%
	2016	17%	15%	**21%**	18%	20%	24%	*	27%	-	*	16%	21%	27%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**36%**	*	38%	*	-	*	-	*	24%	37%	50%
	2016	35%	35%	**42%**	35%	41%	*	-	*	-	*	*	41%	48%
Mathematics	2017	43%	44%	**57%**	44%	60%	*	-	*	-	*	23%	57%	56%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**84%**	78%	83%	89%	-	93%	*	86%	48%	80%	65%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**16%**	22%	17%	*	-	*	0%	*	52%	20%	35%
STAAR Cumulative Met Standard														
	2017	81%	75%	**92%**	91%	91%	93%	-	95%	*	86%	70%	89%	83%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**92%**	87%	91%	96%	-	98%	*	100%	74%	91%	88%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**8%**	13%	9%	*	-	*	0%	*	26%	9%	13%
STAAR Cumulative Met Standard														
	2017	87%	82%	**96%**	93%	96%	96%	-	98%	*	100%	78%	95%	90%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 670
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**86%**	67%	-	67%	-	-	100%	*	100%	72%	71%	72%
	2016	75%	72%	**86%**	87%	-	87%	-	-	95%	-	95%	67%	89%	80%
Reading	2017	72%	67%	**84%**	66%	-	66%	-	-	100%	*	*	62%	70%	67%
	2016	73%	68%	**84%**	82%	-	82%	-	-	88%	-	88%	58%	83%	73%
Mathematics	2017	79%	77%	**91%**	84%	-	84%	-	-	100%	*	*	79%	86%	83%
	2016	76%	76%	**89%**	96%	-	96%	-	-	100%	-	100%	75%	97%	88%
Science	2017	79%	76%	**83%**	45%	-	45%	-	-	*	*	*	79%	50%	61%
	2016	79%	76%	**83%**	82%	-	82%	-	-	*	-	*	69%	85%	79%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**44%**	*	-	*	-	-	*	*	*	21%	18%	19%
	2016	45%	39%	**45%**	*	-	*	-	-	*	-	*	*	22%	18%
Reading	2017	48%	41%	**53%**	34%	-	34%	-	-	*	*	*	21%	36%	29%
	2016	46%	38%	**49%**	19%	-	19%	-	-	*	-	*	*	25%	20%
Mathematics	2017	48%	41%	**53%**	21%	-	21%	-	-	*	*	*	21%	30%	26%
	2016	43%	38%	**56%**	30%	-	30%	-	-	*	-	*	25%	34%	30%
Science	2017	52%	47%	**50%**	*	-	*	-	-	*	*	*	36%	*	22%
	2016	47%	43%	**43%**	*	-	*	-	-	*	-	*	*	21%	23%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**23%**	6%	-	6%	-	-	*	*	*	8%	8%	8%
	2016	18%	14%	**21%**	6%	-	6%	-	-	31%	-	31%	*	11%	9%
Reading	2017	19%	14%	**26%**	*	-	*	-	-	*	*	*	*	*	9%
	2016	17%	12%	**24%**	*	-	*	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**22%**	*	-	*	-	-	*	*	*	*	*	11%
	2016	19%	14%	**23%**	*	-	*	-	-	*	-	*	*	15%	12%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 670
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**20%**	*	-	*	-	-	*	*	*	*	*	*
	2016	16%	13%	**10%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**60%**	58%	-	58%	-	-	*	*	*	60%	58%	59%
	2016	62%	62%	**69%**	78%	-	78%	-	-	94%	-	94%	50%	81%	69%
Reading	2017	59%	57%	**59%**	63%	-	63%	-	-	*	*	*	59%	59%	59%
	2016	60%	61%	**64%**	74%	-	74%	-	-	*	-	*	*	77%	64%
Mathematics	2017	64%	59%	**61%**	*	-	*	-	-	*	*	*	*	57%	59%
	2016	63%	63%	**74%**	81%	-	81%	-	-	*	-	*	*	86%	74%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**17%**	19%	-	19%	-	-	*	*	*	17%	20%	19%
	2016	17%	16%	**20%**	35%	-	35%	-	-	44%	-	44%	13%	37%	28%
Reading	2017	17%	16%	**19%**	28%	-	28%	-	-	*	*	*	24%	24%	24%
	2016	16%	16%	**19%**	41%	-	41%	-	-	*	-	*	*	40%	28%
Mathematics	2017	20%	16%	**15%**	*	-	*	-	-	*	*	*	*	16%	14%
	2016	17%	15%	**21%**	30%	-	30%	-	-	*	-	*	*	34%	28%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**36%**	53%	-	53%	-	-	-	-	-	46%	53%	50%
	2016	35%	35%	**42%**	64%	-	64%	-	-	*	-	*	*	67%	48%
Mathematics	2017	43%	44%	**57%**	67%	-	67%	-	-	-	-	-	*	67%	56%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 670
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	93%	96%	95%	-	95%	*	100%	98%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	4%	5%	-	3%	*	0%	2%	5%	8%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	2%	*	0%	0%	0%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	99%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**97%**	96%	97%	93%	100%	97%	-	100%	98%	96%	93%
Not Included in Accountability													
Mobile	4%	4%	**3%**	4%	3%	7%	0%	2%	-	0%	1%	3%	5%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	1%	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	1%	-	0%	1%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**97.2%**	96.8%	97.1%	97.1%	*	99.1%	-	97.0%	96.2%	97.0%	98.1%
2014-15	95.7%	95.3%	**96.8%**	96.2%	96.9%	96.4%	*	98.8%	-	94.8%	95.7%	96.6%	97.6%

District Name: PASADENA ISD
Campus Name: MELILLO MIDDLE
Campus Number: 101917140

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 670
Grade Span: 05 - 06
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	670	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	328	49.0%	7.2%	7.5%
Grade 6	342	51.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	93	13.9%	7.6%	12.6%
Hispanic	427	63.7%	82.7%	52.4%
White	65	9.7%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	71	10.6%	3.0%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	13	1.9%	0.7%	2.2%
Economically Disadvantaged	372	55.5%	77.8%	59.0%
Non-Educationally Disadvantaged	298	44.5%	22.2%	41.0%
English Language Learners (ELL)	73	10.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	1.1%	1.4%
At-Risk	254	37.9%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	59			
By Type of Primary Disability				
Students with Intellectual Disabilities	20	33.9%	47.0%	44.5%
Students with Physical Disabilities	11	18.6%	16.5%	21.9%
Students with Autism	19	32.2%	19.1%	12.5%
Students with Behavioral Disabilities	9	15.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	46	6.8%	15.5%	16.2%
By Ethnicity:				
African American	9	1.3%		
Hispanic	25	3.7%		
White	6	0.9%		
American Indian	0	0.0%		
Asian	5	0.7%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.3%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	19.0	18.9	20.9
Grade 6	18.6	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	68.9	100.0%	100.0%	100.0%
Professional Staff:	59.3	86.1%	60.0%	64.0%
Teachers	50.4	73.2%	47.3%	50.0%
Professional Support	5.9	8.6%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.4%	2.4%	2.9%
Educational Aides:	9.5	13.9%	11.2%	9.6%
Total Minority Staff:	27.0	39.2%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	6.0	11.9%	9.4%	10.2%
Hispanic	11.5	22.8%	34.6%	26.6%
White	31.9	63.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	5.0	10.0%	23.8%	23.7%
Females	45.4	90.0%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	42.4	84.1%	78.0%	74.5%
Masters	8.0	15.9%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.9	11.7%	7.3%	7.8%
1-5 Years Experience	23.0	45.6%	35.5%	28.0%
6-10 Years Experience	8.5	16.9%	23.5%	20.9%
11-20 Years Experience	9.0	17.9%	23.9%	27.8%
Over 20 Years Experience	4.0	7.9%	9.9%	15.5%
Number of Students per Teacher	13.3	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	20.4	19.5
Average Years Experience of Principals with District	23.0	19.3	12.2
Average Years Experience of Assistant Principals	11.0	15.3	15.7
Average Years Experience of Assistant Principals with District	8.0	13.7	10.1
Average Years Experience of Teachers:	7.3	9.2	10.9
Average Years Experience of Teachers with District:	6.7	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,153	$50,819	$46,199
1-5 Years Experience	$52,488	$52,776	$48,779
6-10 Years Experience	$57,315	$54,387	$51,184
11-20 Years Experience	$55,898	$54,825	$54,396
Over 20 Years Experience	$57,592	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,163	$54,351	$52,525
Professional Support	$68,409	$70,369	$61,728
Campus Administration (School Leadership)	$85,722	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	44	6.6%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	87	13.0%	5.0%	7.8%
Special Education	59	8.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.3	4.6%	2.3%	1.9%
Regular Education	42.4	84.2%	62.9%	72.8%
Special Education	5.7	11.3%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **EARNESTEEN MILSTEAD MIDDLE**

Campus Number: **101917141**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 798
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**76%**	79%	76%	79%	-	*	-	*	36%	76%	64%
	2016	81%	76%	**74%**	62%	74%	86%	-	*	-	*	26%	73%	69%
Mathematics	2017	87%	83%	**83%**	74%	83%	93%	-	*	-	*	66%	83%	77%
	2016	86%	82%	**88%**	81%	88%	86%	-	*	-	*	70%	87%	88%
Science	2017	74%	67%	**71%**	63%	71%	79%	-	*	-	*	50%	70%	65%
	2016	74%	68%	**70%**	65%	70%	71%	-	*	-	*	35%	69%	65%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**62%**	44%	63%	71%	-	-	-	*	35%	62%	49%
	2016	69%	66%	**58%**	58%	58%	60%	-	-	-	*	21%	56%	52%
Mathematics	2017	76%	62%	**66%**	67%	66%	63%	-	-	-	*	54%	67%	59%
	2016	72%	72%	**70%**	42%	71%	80%	-	-	-	*	29%	68%	69%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**98%**	*	98%	100%	-	-	-	*	*	98%	100%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**73%**	65%	74%	80%	-	*	-	92%	49%	73%	64%
	2016	75%	72%	**72%**	62%	72%	76%	-	100%	-	92%	36%	70%	69%
Reading	2017	72%	67%	**69%**	59%	69%	75%	-	*	-	*	36%	69%	56%
	2016	73%	68%	**66%**	60%	65%	72%	-	*	-	100%	23%	64%	60%
Mathematics	2017	79%	77%	**79%**	73%	79%	86%	-	*	-	100%	61%	79%	72%
	2016	76%	76%	**79%**	63%	79%	83%	-	*	-	*	49%	77%	79%
Science	2017	79%	76%	**71%**	63%	71%	79%	-	*	-	*	50%	70%	65%
	2016	79%	76%	**70%**	65%	70%	71%	-	*	-	*	35%	69%	65%

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 798
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**32%**	16%	33%	57%	-	*	-	*	21%	31%	21%
	2016	45%	39%	**28%**	23%	27%	36%	-	*	-	*	*	25%	23%
Reading	2017	48%	41%	**36%**	18%	36%	54%	-	*	-	*	19%	34%	24%
	2016	46%	38%	**31%**	26%	31%	36%	-	*	-	*	*	29%	24%
Mathematics	2017	48%	41%	**44%**	32%	44%	68%	-	*	-	*	28%	44%	36%
	2016	43%	38%	**37%**	21%	37%	46%	-	*	-	*	*	35%	34%
Science	2017	52%	47%	**34%**	*	34%	57%	-	*	-	*	23%	33%	26%
	2016	47%	43%	**31%**	35%	30%	*	-	*	-	*	*	30%	28%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**17%**	9%	16%	29%	-	*	-	50%	3%	15%	11%
	2016	18%	14%	**13%**	9%	12%	28%	-	*	-	*	3%	11%	10%
Reading	2017	19%	14%	**16%**	*	16%	21%	-	*	-	*	*	15%	10%
	2016	17%	12%	**15%**	13%	14%	34%	-	*	-	*	*	13%	10%
Mathematics	2017	23%	17%	**18%**	14%	18%	36%	-	*	-	*	*	17%	12%
	2016	19%	14%	**13%**	*	14%	21%	-	*	-	*	*	12%	12%
Science	2017	19%	15%	**14%**	*	14%	*	-	*	-	*	*	13%	11%
	2016	16%	13%	**8%**	*	6%	*	-	*	-	*	*	7%	6%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**58%**	52%	58%	66%	-	*	-	*	57%	57%	56%
	2016	62%	62%	**62%**	68%	62%	63%	-	*	-	*	63%	61%	61%
Reading	2017	59%	57%	**54%**	37%	55%	*	-	*	-	*	55%	54%	54%
	2016	60%	61%	**56%**	*	55%	50%	-	*	-	*	51%	55%	55%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**62%**	67%	61%	68%	-	*	-	*	60%	60%	58%
	2016	63%	63%	**68%**	61%	68%	75%	-	*	-	*	76%	68%	67%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**14%**	19%	14%	14%	-	*	-	*	15%	13%	14%
	2016	17%	16%	**17%**	14%	17%	23%	-	*	-	*	18%	17%	19%
Reading	2017	17%	16%	**15%**	16%	15%	*	-	*	-	*	16%	15%	17%
	2016	16%	16%	**17%**	*	17%	18%	-	*	-	*	9%	16%	18%
Mathematics	2017	20%	16%	**14%**	21%	13%	18%	-	*	-	*	13%	12%	11%
	2016	17%	15%	**18%**	17%	18%	29%	-	*	-	*	27%	18%	20%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**23%**	*	23%	*	-	*	-	-	13%	23%	26%
	2016	35%	35%	**21%**	*	21%	*	-	-	-	*	*	22%	26%
Mathematics	2017	43%	44%	**43%**	42%	43%	*	-	*	-	-	43%	43%	42%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**64%**	63%	64%	75%	-	*	-	*	21%	65%	51%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**36%**	37%	36%	*	-	*	-	*	79%	35%	49%
STAAR Cumulative Met Standard														
	2017	81%	75%	**76%**	79%	76%	77%	-	*	-	*	33%	76%	64%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**76%**	58%	76%	92%	-	*	-	*	53%	76%	69%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**24%**	42%	24%	*	-	*	-	*	47%	24%	31%
STAAR Cumulative Met Standard														
	2017	87%	82%	**82%**	74%	82%	92%	-	*	-	*	62%	82%	75%

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 798
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**73%**	67%	-	59%	90%	-	*	-	*	38%	67%	64%
	2016	75%	72%	**72%**	70%	*	61%	91%	-	*	*	*	53%	70%	69%
Reading	2017	72%	67%	**69%**	59%	-	50%	84%	-	*	-	*	31%	59%	56%
	2016	73%	68%	**66%**	62%	*	50%	90%	-	*	*	*	49%	62%	60%
Mathematics	2017	79%	77%	**79%**	74%	-	67%	94%	-	*	-	*	52%	74%	72%
	2016	76%	76%	**79%**	80%	*	74%	94%	-	*	*	*	63%	80%	79%
Science	2017	79%	76%	**71%**	69%	-	61%	91%	-	-	-	-	*	69%	65%
	2016	79%	76%	**70%**	68%	-	59%	88%	-	*	-	*	41%	68%	65%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**32%**	23%	-	12%	50%	-	*	-	*	*	23%	21%
	2016	45%	39%	**28%**	25%	*	12%	54%	-	-	-	-	*	25%	23%
Reading	2017	48%	41%	**36%**	26%	-	15%	53%	-	*	-	*	*	26%	24%
	2016	46%	38%	**31%**	26%	*	13%	57%	-	-	-	-	*	26%	24%
Mathematics	2017	48%	41%	**44%**	38%	-	26%	69%	-	*	-	*	17%	38%	36%
	2016	43%	38%	**37%**	37%	*	24%	63%	-	-	-	-	*	37%	34%
Science	2017	52%	47%	**34%**	28%	-	16%	59%	-	-	-	-	*	28%	26%
	2016	47%	43%	**31%**	30%	-	21%	50%	-	-	-	-	*	30%	28%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**17%**	12%	-	5%	33%	-	*	-	*	*	12%	11%
	2016	18%	14%	**13%**	10%	*	5%	24%	-	*	*	*	*	11%	10%
Reading	2017	19%	14%	**16%**	11%	-	3%	33%	-	*	-	*	*	11%	10%
	2016	17%	12%	**15%**	11%	*	5%	25%	-	*	*	*	*	11%	10%
Mathematics	2017	23%	17%	**18%**	13%	-	6%	33%	-	*	-	*	*	13%	12%
	2016	19%	14%	**13%**	13%	*	5%	29%	-	*	*	*	*	13%	12%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**14%**	12%	-	*	32%	-	-	-	-	*	12%	11%
	2016	16%	13%	**8%**	6%	-	4%	10%	-	*	-	*	*	6%	6%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**58%**	53%	-	47%	70%	-	*	-	*	57%	53%	53%
	2016	62%	62%	**62%**	63%	*	59%	73%	-	*	*	*	69%	63%	64%
Reading	2017	59%	57%	**54%**	50%	-	43%	73%	-	*	-	*	*	50%	50%
	2016	60%	61%	**56%**	57%	*	53%	68%	-	*	*	*	65%	57%	58%
Mathematics	2017	64%	59%	**62%**	55%	-	51%	67%	-	*	-	*	63%	55%	56%
	2016	63%	63%	**68%**	69%	*	66%	78%	-	*	*	*	*	70%	70%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**14%**	11%	-	7%	21%	-	*	-	*	20%	11%	11%
	2016	17%	16%	**17%**	21%	*	17%	31%	-	*	*	*	16%	21%	21%
Reading	2017	17%	16%	**15%**	13%	-	9%	26%	-	*	-	*	*	13%	13%
	2016	16%	16%	**17%**	19%	*	14%	32%	-	*	*	*	21%	20%	20%
Mathematics	2017	20%	16%	**14%**	8%	-	5%	17%	-	*	-	*	30%	8%	10%
	2016	17%	15%	**18%**	23%	*	20%	29%	-	*	*	*	*	23%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**23%**	29%	-	27%	*	-	-	-	-	*	29%	26%
	2016	35%	35%	**21%**	27%	-	26%	*	-	-	-	-	*	27%	26%
Mathematics	2017	43%	44%	**43%**	39%	-	37%	*	-	-	-	-	50%	39%	42%

District Name: PASADENA ISD
Campus Name: EARNESTEEN MILSTEAD MIDDLE
Campus Number: 101917141

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 798
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	88%	93%	91%	-	*	-	100%	92%	94%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	12%	5%	9%	-	*	-	0%	5%	5%	5%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	-	*	-	0%	3%	2%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	99%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	88%	94%	90%	-	100%	-	100%	90%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	11%	5%	10%	-	0%	-	0%	8%	5%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	2%	1%	3%
Not Tested	1%	1%	**0%**	1%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	94.9%	96.4%	95.3%	-	*	-	93.4%	94.6%	96.3%	96.8%
2014-15	95.7%	95.3%	**96.5%**	95.2%	96.7%	95.4%	*	*	-	86.2%	94.8%	96.5%	97.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	798	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	403	50.5%	7.2%	7.5%
Grade 6	395	49.5%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	54	6.8%	7.6%	12.6%
Hispanic	704	88.2%	82.7%	52.4%
White	32	4.0%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	2	0.3%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	6	0.8%	0.7%	2.2%
Economically Disadvantaged	693	86.8%	77.8%	59.0%
Non-Educationally Disadvantaged	105	13.2%	22.2%	41.0%
English Language Learners (ELL)	329	41.2%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	14	1.5%	1.1%	1.4%
At-Risk	517	64.8%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	95			
By Type of Primary Disability				
Students with Intellectual Disabilities	49	51.6%	47.0%	44.5%
Students with Physical Disabilities	12	12.6%	16.5%	21.9%
Students with Autism	24	25.3%	19.1%	12.5%
Students with Behavioral Disabilities	10	10.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	133	14.0%	15.5%	16.2%
By Ethnicity:				
African American	27	2.8%		
Hispanic	95	10.0%		
White	8	0.8%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	2.0%	0.4%	0.7%
Grade 6	1.3%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	17.7	18.9	20.9
Grade 6	18.3	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	18.8	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	93.1	100.0%	100.0%	100.0%
Professional Staff:	75.7	81.3%	60.0%	64.0%
Teachers	63.2	67.9%	47.3%	50.0%
Professional Support	9.5	10.2%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.2%	2.4%	2.9%
Educational Aides:	17.4	18.7%	11.2%	9.6%
Total Minority Staff:	58.2	62.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	7.1	11.3%	9.4%	10.2%
Hispanic	27.5	43.5%	34.6%	26.6%
White	26.5	42.0%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.6%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.6%	1.1%	1.1%
Males	13.5	21.4%	23.8%	23.7%
Females	49.7	78.6%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.6%	1.0%	1.2%
Bachelors	48.8	77.2%	78.0%	74.5%
Masters	13.4	21.2%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.0	9.5%	7.3%	7.8%
1-5 Years Experience	31.0	49.1%	35.5%	28.0%
6-10 Years Experience	14.3	22.6%	23.5%	20.9%
11-20 Years Experience	11.6	18.3%	23.9%	27.8%
Over 20 Years Experience	0.3	0.5%	9.9%	15.5%
Number of Students per Teacher	12.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	20.4	19.5
Average Years Experience of Principals with District	5.0	19.3	12.2
Average Years Experience of Assistant Principals	14.5	15.3	15.7
Average Years Experience of Assistant Principals with District	9.0	13.7	10.1
Average Years Experience of Teachers:	6.6	9.2	10.9
Average Years Experience of Teachers with District:	4.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,318	$50,819	$46,199
1-5 Years Experience	$54,345	$52,776	$48,779
6-10 Years Experience	$55,500	$54,387	$51,184
11-20 Years Experience	$58,546	$54,825	$54,396
Over 20 Years Experience	$62,206	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$55,128	$54,351	$52,525
Professional Support	$66,414	$70,369	$61,728
Campus Administration (School Leadership)	$86,215	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	376	47.1%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	56	7.0%	5.0%	7.8%
Special Education	95	11.9%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	0.8%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	4.8	7.5%	2.3%	1.9%
Regular Education	42.3	67.0%	62.9%	72.8%
Special Education	14.9	23.6%	13.3%	8.6%
Other	0.7	1.1%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **RICK SCHNEIDER MIDDLE**

Campus Number: **101917142**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 784
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**70%**	64%	70%	*	-	*	-	*	37%	68%	59%
	2016	81%	76%	**74%**	65%	75%	83%	*	*	-	*	36%	73%	68%
Mathematics	2017	87%	83%	**71%**	64%	72%	*	-	*	-	*	47%	71%	68%
	2016	86%	82%	**77%**	55%	79%	*	*	*	-	*	45%	76%	78%
Science	2017	74%	67%	**64%**	54%	64%	*	-	*	-	*	43%	62%	56%
	2016	74%	68%	**66%**	48%	67%	83%	*	*	-	*	28%	64%	60%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**58%**	41%	59%	83%	-	*	-	*	23%	56%	36%
	2016	69%	66%	**64%**	57%	65%	55%	-	*	-	-	23%	62%	43%
Mathematics	2017	76%	62%	**47%**	45%	47%	*	-	-	-	*	28%	45%	35%
	2016	72%	72%	**70%**	59%	71%	64%	-	*	-	-	28%	68%	57%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**98%**	*	98%	-	-	*	-	*	-	98%	100%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**64%**	55%	64%	86%	-	82%	-	71%	34%	62%	53%
	2016	75%	72%	**70%**	57%	71%	68%	*	100%	-	78%	33%	69%	63%
Reading	2017	72%	67%	**64%**	54%	64%	89%	-	100%	-	*	29%	63%	49%
	2016	73%	68%	**69%**	60%	70%	65%	*	100%	-	*	30%	68%	58%
Mathematics	2017	79%	77%	**63%**	56%	64%	78%	-	*	-	*	35%	62%	56%
	2016	76%	76%	**74%**	57%	75%	65%	*	100%	-	*	37%	72%	69%
Science	2017	79%	76%	**64%**	54%	64%	*	-	*	-	*	43%	62%	56%
	2016	79%	76%	**66%**	48%	67%	83%	*	*	-	*	28%	64%	60%

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 784
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**21%**	9%	22%	*	-	83%	-	*	14%	20%	12%
	2016	45%	39%	**24%**	15%	25%	*	-	100%	-	*	*	21%	13%
Reading	2017	48%	41%	**27%**	11%	28%	63%	-	83%	-	*	16%	26%	12%
	2016	46%	38%	**33%**	28%	33%	35%	-	100%	-	*	7%	30%	16%
Mathematics	2017	48%	41%	**25%**	18%	26%	*	-	*	-	*	18%	24%	18%
	2016	43%	38%	**28%**	20%	29%	*	-	100%	-	*	*	26%	18%
Science	2017	52%	47%	**28%**	17%	29%	*	-	*	-	*	28%	26%	18%
	2016	47%	43%	**27%**	*	27%	*	-	*	-	*	*	25%	19%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**9%**	4%	9%	24%	-	35%	-	*	*	8%	5%
	2016	18%	14%	**10%**	4%	10%	*	*	87%	-	*	*	9%	5%
Reading	2017	19%	14%	**10%**	*	10%	*	-	*	-	*	*	10%	4%
	2016	17%	12%	**14%**	*	14%	*	*	100%	-	*	*	11%	4%
Mathematics	2017	23%	17%	**9%**	*	10%	*	-	*	-	*	*	9%	6%
	2016	19%	14%	**9%**	*	9%	*	*	83%	-	*	*	8%	7%
Science	2017	19%	15%	**6%**	*	6%	*	-	*	-	*	*	6%	6%
	2016	16%	13%	**6%**	*	6%	*	*	*	-	*	*	7%	4%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**46%**	55%	44%	*	-	*	-	*	51%	45%	44%
	2016	62%	62%	**64%**	64%	64%	*	*	92%	-	*	62%	63%	65%
Reading	2017	59%	57%	**45%**	*	44%	*	-	*	-	*	*	44%	41%
	2016	60%	61%	**62%**	66%	61%	*	*	*	-	*	57%	61%	63%

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 784
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**47%**	59%	45%	*	-	*	-	*	57%	46%	46%
	2016	63%	63%	**66%**	63%	66%	*	*	*	-	*	66%	66%	66%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**8%**	8%	8%	*	-	*	-	*	6%	8%	8%
	2016	17%	16%	**14%**	14%	13%	*	*	58%	-	*	9%	13%	14%
Reading	2017	17%	16%	**10%**	*	9%	*	-	*	-	*	*	9%	9%
	2016	16%	16%	**17%**	19%	16%	*	*	*	-	*	9%	15%	18%
Mathematics	2017	20%	16%	**7%**	10%	6%	*	-	*	-	*	8%	6%	7%
	2016	17%	15%	**11%**	9%	11%	*	*	*	-	*	9%	10%	10%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**25%**	28%	22%	-	-	*	-	-	*	23%	17%
	2016	35%	35%	**27%**	25%	28%	*	-	-	-	*	8%	24%	30%
Mathematics	2017	43%	44%	**24%**	28%	23%	*	-	*	-	*	15%	21%	18%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**58%**	50%	59%	*	-	*	-	*	*	58%	46%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**42%**	50%	41%	*	-	*	-	*	90%	42%	54%
STAAR Cumulative Met Standard														
	2017	81%	75%	**70%**	62%	70%	*	-	100%	-	*	24%	69%	59%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**64%**	56%	65%	*	-	*	-	*	24%	63%	59%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**36%**	44%	35%	*	-	*	-	*	76%	37%	41%
STAAR Cumulative Met Standard														
	2017	87%	82%	**71%**	62%	72%	*	-	*	-	*	29%	70%	67%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**64%**	55%	*	55%	-	-	*	-	*	33%	55%	53%
	2016	75%	72%	**70%**	65%	-	65%	-	-	*	-	*	42%	65%	63%
Reading	2017	72%	67%	**64%**	51%	-	51%	-	-	*	-	*	29%	51%	49%
	2016	73%	68%	**69%**	60%	-	60%	-	-	*	-	*	38%	60%	58%
Mathematics	2017	79%	77%	**63%**	58%	*	57%	-	-	*	-	*	43%	57%	56%
	2016	76%	76%	**74%**	72%	-	72%	-	-	*	-	*	42%	72%	69%
Science	2017	79%	76%	**64%**	58%	-	58%	-	-	*	-	*	*	58%	56%
	2016	79%	76%	**66%**	61%	-	61%	-	-	-	-	-	47%	61%	60%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**21%**	13%	*	12%	-	-	*	-	*	*	12%	12%
	2016	45%	39%	**24%**	14%	-	14%	-	-	-	-	-	*	14%	13%
Reading	2017	48%	41%	**27%**	12%	-	12%	-	-	-	-	-	*	12%	12%
	2016	46%	38%	**33%**	16%	-	16%	-	-	-	-	-	*	16%	16%
Mathematics	2017	48%	41%	**25%**	18%	*	18%	-	-	*	-	*	*	18%	18%
	2016	43%	38%	**28%**	19%	-	19%	-	-	-	-	-	*	19%	18%
Science	2017	52%	47%	**28%**	19%	-	19%	-	-	-	-	-	*	19%	18%
	2016	47%	43%	**27%**	20%	-	20%	-	-	-	-	-	*	20%	19%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**9%**	6%	*	6%	-	-	*	-	*	*	5%	5%
	2016	18%	14%	**10%**	5%	-	5%	-	-	*	-	*	*	6%	5%
Reading	2017	19%	14%	**10%**	4%	-	4%	-	-	*	-	*	*	4%	4%
	2016	17%	12%	**14%**	5%	-	5%	-	-	*	-	*	*	5%	4%
Mathematics	2017	23%	17%	**9%**	7%	*	7%	-	-	*	-	*	*	7%	6%
	2016	19%	14%	**9%**	7%	-	7%	-	-	*	-	*	*	7%	7%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**6%**	6%	-	6%	-	-	*	-	*	*	6%	6%
	2016	16%	13%	**6%**	4%	-	4%	-	-	-	-	-	*	4%	4%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**46%**	40%	*	39%	-	-	*	-	*	*	40%	41%
	2016	62%	62%	**64%**	62%	-	62%	-	-	*	-	*	60%	62%	62%
Reading	2017	59%	57%	**45%**	36%	-	36%	-	-	*	-	*	*	37%	38%
	2016	60%	61%	**62%**	61%	-	61%	-	-	*	-	*	58%	60%	60%
Mathematics	2017	64%	59%	**47%**	43%	*	43%	-	-	*	-	*	*	43%	44%
	2016	63%	63%	**66%**	64%	-	64%	-	-	*	-	*	*	64%	64%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**8%**	7%	*	7%	-	-	*	-	*	*	7%	7%
	2016	17%	16%	**14%**	13%	-	13%	-	-	*	-	*	13%	13%	13%
Reading	2017	17%	16%	**10%**	6%	-	6%	-	-	*	-	*	*	6%	7%
	2016	16%	16%	**17%**	16%	-	16%	-	-	*	-	*	19%	16%	16%
Mathematics	2017	20%	16%	**7%**	7%	*	7%	-	-	*	-	*	*	7%	7%
	2016	17%	15%	**11%**	11%	-	11%	-	-	*	-	*	*	11%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**25%**	16%	-	16%	-	-	*	-	*	*	17%	17%
	2016	35%	35%	**27%**	32%	-	32%	-	-	-	-	-	*	32%	30%
Mathematics	2017	43%	44%	**24%**	18%	-	18%	-	-	*	-	*	*	18%	18%

District Name: PASADENA ISD
Campus Name: RICK SCHNEIDER MIDDLE
Campus Number: 101917142

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 784
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	96%	99%	100%	-	100%	-	100%	99%	99%	100%
Included in Accountability	94%	94%	**92%**	82%	94%	72%	-	74%	-	78%	89%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	13%	5%	21%	-	13%	-	22%	9%	6%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	7%	-	13%	-	0%	1%	0%	2%
Not Tested	1%	1%	**1%**	4%	1%	0%	-	0%	-	0%	1%	1%	0%
Absent	1%	1%	**1%**	4%	1%	0%	-	0%	-	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	100%	100%	-	92%	99%	99%	99%
Included in Accountability	94%	94%	**91%**	84%	93%	83%	50%	100%	-	69%	91%	92%	90%
Not Included in Accountability													
Mobile	4%	4%	**7%**	16%	5%	10%	50%	0%	-	23%	6%	6%	7%
Other Exclusions	1%	1%	**1%**	0%	1%	6%	0%	0%	-	0%	2%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	0%	0%	0%	-	8%	1%	1%	1%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	8%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.2%**	94.3%	96.5%	96.1%	*	99.6%	-	*	95.0%	96.2%	96.9%
2014-15	95.7%	95.3%	**96.6%**	95.9%	96.8%	95.6%	-	*	-	*	95.9%	96.6%	97.2%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	784	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	402	51.3%	7.2%	7.5%
Grade 6	382	48.7%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	80	10.2%	7.6%	12.6%
Hispanic	683	87.1%	82.7%	52.4%
White	10	1.3%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	8	1.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.4%	0.7%	2.2%
Economically Disadvantaged	669	85.3%	77.8%	59.0%
Non-Educationally Disadvantaged	115	14.7%	22.2%	41.0%
English Language Learners (ELL)	319	40.7%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.2%	1.1%	1.4%
At-Risk	464	59.2%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	83			
By Type of Primary Disability				
Students with Intellectual Disabilities	47	56.6%	47.0%	44.5%
Students with Physical Disabilities	6	7.2%	16.5%	21.9%
Students with Autism	14	16.9%	19.1%	12.5%
Students with Behavioral Disabilities	16	19.3%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	142	16.0%	15.5%	16.2%
By Ethnicity:				
African American	31	3.5%		
Hispanic	100	11.3%		
White	7	0.8%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	17.9	18.9	20.9
Grade 6	18.1	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	2.5	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	84.3	100.0%	100.0%	100.0%
Professional Staff:	71.4	84.8%	60.0%	64.0%
Teachers	62.1	73.7%	47.3%	50.0%
Professional Support	6.3	7.5%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.6%	2.4%	2.9%
Educational Aides:	12.8	15.2%	11.2%	9.6%
Total Minority Staff:	47.8	56.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	12.0	19.3%	9.4%	10.2%
Hispanic	18.8	30.2%	34.6%	26.6%
White	28.2	45.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.2	5.1%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	19.2	30.9%	23.8%	23.7%
Females	42.9	69.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	51.2	82.4%	78.0%	74.5%
Masters	8.9	14.4%	20.0%	23.6%
Doctorate	2.0	3.2%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.8	7.7%	7.3%	7.8%
1-5 Years Experience	28.1	45.3%	35.5%	28.0%
6-10 Years Experience	16.0	25.8%	23.5%	20.9%
11-20 Years Experience	10.3	16.6%	23.9%	27.8%
Over 20 Years Experience	2.9	4.7%	9.9%	15.5%
Number of Students per Teacher	12.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	20.4	19.5
Average Years Experience of Principals with District	16.0	19.3	12.2
Average Years Experience of Assistant Principals	11.0	15.3	15.7
Average Years Experience of Assistant Principals with District	11.0	13.7	10.1
Average Years Experience of Teachers:	7.2	9.2	10.9
Average Years Experience of Teachers with District:	5.2	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,308	$52,776	$48,779
6-10 Years Experience	$55,030	$54,387	$51,184
11-20 Years Experience	$55,402	$54,825	$54,396
Over 20 Years Experience	$62,208	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,888	$54,351	$52,525
Professional Support	$66,793	$70,369	$61,728
Campus Administration (School Leadership)	$84,782	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	301	38.4%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	37	4.7%	5.0%	7.8%
Special Education	83	10.6%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	1.6	2.5%	2.3%	1.9%
Regular Education	47.7	76.8%	62.9%	72.8%
Special Education	12.9	20.7%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **BOBBY SHAW MIDDLE**

Campus Number: **101917143**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 749
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**74%**	100%	73%	85%	-	-	-	-	57%	73%	56%
	2016	81%	76%	**66%**	64%	66%	80%	*	-	-	*	34%	65%	48%
Mathematics	2017	87%	83%	**77%**	90%	75%	92%	-	-	-	-	70%	76%	64%
	2016	86%	82%	**80%**	55%	80%	100%	*	-	-	*	49%	79%	71%
Science	2017	74%	67%	**64%**	80%	63%	77%	-	-	-	-	53%	64%	45%
	2016	74%	68%	**68%**	73%	67%	90%	*	-	-	*	36%	67%	49%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**54%**	64%	53%	88%	*	*	-	*	30%	54%	28%
	2016	69%	66%	**64%**	*	64%	77%	-	-	-	-	31%	64%	43%
Mathematics	2017	76%	62%	**51%**	50%	51%	*	*	-	-	*	43%	51%	46%
	2016	72%	72%	**67%**	*	67%	77%	-	-	-	-	45%	67%	51%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**97%**	*	98%	*	-	*	-	*	-	97%	100%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**65%**	77%	64%	80%	*	*	-	*	48%	65%	48%
	2016	75%	72%	**69%**	57%	69%	84%	*	-	-	100%	39%	68%	53%
Reading	2017	72%	67%	**64%**	81%	62%	86%	*	*	-	*	41%	63%	41%
	2016	73%	68%	**65%**	56%	65%	78%	*	-	-	*	33%	64%	45%
Mathematics	2017	79%	77%	**67%**	71%	67%	77%	*	*	-	*	54%	67%	55%
	2016	76%	76%	**73%**	50%	73%	87%	*	-	-	*	47%	73%	61%
Science	2017	79%	76%	**64%**	80%	63%	77%	-	-	-	-	53%	64%	45%
	2016	79%	76%	**68%**	73%	67%	90%	*	-	-	*	36%	67%	49%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 749
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**18%**	24%	17%	36%	*	*	-	*	27%	18%	6%
	2016	45%	39%	**23%**	*	23%	27%	*	-	-	*	*	22%	6%
Reading	2017	48%	41%	**30%**	33%	29%	52%	*	*	-	*	27%	28%	10%
	2016	46%	38%	**30%**	*	30%	36%	*	-	-	*	*	28%	10%
Mathematics	2017	48%	41%	**20%**	24%	19%	32%	*	*	-	*	31%	20%	8%
	2016	43%	38%	**28%**	*	28%	36%	*	-	-	*	*	27%	13%
Science	2017	52%	47%	**29%**	*	28%	54%	-	-	-	-	37%	28%	14%
	2016	47%	43%	**31%**	*	30%	60%	*	-	-	*	*	28%	10%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**10%**	10%	9%	20%	*	*	-	*	14%	9%	3%
	2016	18%	14%	**10%**	*	10%	16%	*	-	-	*	2%	10%	3%
Reading	2017	19%	14%	**14%**	*	14%	24%	*	*	-	*	9%	13%	4%
	2016	17%	12%	**11%**	*	11%	*	*	-	-	*	*	10%	*
Mathematics	2017	23%	17%	**6%**	*	5%	*	*	*	-	*	16%	5%	2%
	2016	19%	14%	**10%**	*	10%	*	*	-	-	*	*	10%	4%
Science	2017	19%	15%	**9%**	*	8%	*	-	-	-	-	20%	8%	*
	2016	16%	13%	**8%**	*	8%	*	*	-	-	*	*	8%	4%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**44%**	*	43%	63%	*	*	-	*	59%	44%	43%
	2016	62%	62%	**61%**	*	61%	57%	*	-	-	*	71%	61%	61%
Reading	2017	59%	57%	**48%**	*	48%	67%	*	*	-	*	49%	49%	46%
	2016	60%	61%	**58%**	*	58%	*	*	-	-	*	55%	58%	56%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 749
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**39%**	*	38%	*	*	*	-	*	68%	39%	40%
	2016	63%	63%	**64%**	*	64%	*	*	-	-	*	86%	65%	65%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**9%**	*	9%	21%	*	*	-	*	14%	9%	8%
	2016	17%	16%	**13%**	*	13%	13%	*	-	-	*	17%	13%	13%
Reading	2017	17%	16%	**13%**	*	12%	33%	*	*	-	*	13%	12%	11%
	2016	16%	16%	**13%**	*	14%	*	*	-	-	*	16%	13%	13%
Mathematics	2017	20%	16%	**5%**	*	5%	*	*	*	-	*	15%	5%	4%
	2016	17%	15%	**12%**	*	12%	*	*	-	-	*	19%	12%	12%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**18%**	*	16%	*	*	-	-	-	*	19%	16%
	2016	35%	35%	**25%**	*	25%	*	*	-	-	*	14%	25%	25%
Mathematics	2017	43%	44%	**32%**	*	30%	56%	-	-	-	*	29%	32%	34%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**63%**	67%	63%	75%	-	-	-	-	27%	62%	43%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**37%**	*	37%	*	-	-	-	-	73%	38%	57%
STAAR Cumulative Met Standard														
	2017	81%	75%	**73%**	100%	72%	83%	-	-	-	-	41%	73%	56%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**63%**	78%	62%	67%	-	-	-	-	45%	62%	47%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**37%**	*	38%	*	-	-	-	-	55%	38%	53%
STAAR Cumulative Met Standard														
	2017	87%	82%	**75%**	89%	74%	92%	-	-	-	-	59%	75%	61%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 749
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**65%**	48%	-	48%	-	-	*	-	*	49%	47%	48%
	2016	75%	72%	**69%**	53%	-	53%	-	-	-	-	-	50%	53%	53%
Reading	2017	72%	67%	**64%**	41%	-	41%	-	-	*	-	*	39%	41%	41%
	2016	73%	68%	**65%**	45%	-	45%	-	-	-	-	-	48%	45%	45%
Mathematics	2017	79%	77%	**67%**	55%	-	55%	-	-	*	-	*	61%	55%	55%
	2016	76%	76%	**73%**	62%	-	62%	-	-	-	-	-	58%	62%	61%
Science	2017	79%	76%	**64%**	45%	-	45%	-	-	-	-	-	*	45%	45%
	2016	79%	76%	**68%**	51%	-	51%	-	-	-	-	-	38%	51%	49%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**18%**	6%	-	6%	-	-	*	-	*	*	6%	6%
	2016	45%	39%	**23%**	7%	-	7%	-	-	-	-	-	*	7%	6%
Reading	2017	48%	41%	**30%**	11%	-	11%	-	-	*	-	*	*	11%	10%
	2016	46%	38%	**30%**	11%	-	11%	-	-	-	-	-	*	11%	10%
Mathematics	2017	48%	41%	**20%**	8%	-	8%	-	-	*	-	*	*	8%	8%
	2016	43%	38%	**28%**	14%	-	14%	-	-	-	-	-	*	14%	13%
Science	2017	52%	47%	**29%**	15%	-	15%	-	-	-	-	-	*	15%	14%
	2016	47%	43%	**31%**	10%	-	10%	-	-	-	-	-	*	10%	10%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**10%**	3%	-	3%	-	-	*	-	*	*	3%	3%
	2016	18%	14%	**10%**	3%	-	3%	-	-	-	-	-	*	3%	3%
Reading	2017	19%	14%	**14%**	4%	-	4%	-	-	*	-	*	*	4%	4%
	2016	17%	12%	**11%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	23%	17%	**6%**	2%	-	2%	-	-	*	-	*	*	2%	2%
	2016	19%	14%	**10%**	4%	-	4%	-	-	-	-	-	*	4%	4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**9%**	*	-	*	-	-	-	-	-	*	*	*
	2016	16%	13%	**8%**	4%	-	4%	-	-	-	-	-	*	4%	4%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**44%**	44%	-	44%	-	-	*	-	*	*	44%	44%
	2016	62%	62%	**61%**	58%	-	58%	-	-	-	-	-	57%	58%	58%
Reading	2017	59%	57%	**48%**	45%	-	45%	-	-	*	-	*	*	45%	45%
	2016	60%	61%	**58%**	55%	-	55%	-	-	-	-	-	*	55%	54%
Mathematics	2017	64%	59%	**39%**	44%	-	44%	-	-	*	-	*	*	44%	43%
	2016	63%	63%	**64%**	61%	-	61%	-	-	-	-	-	*	61%	62%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**9%**	7%	-	7%	-	-	*	-	*	*	7%	7%
	2016	17%	16%	**13%**	12%	-	12%	-	-	-	-	-	14%	12%	12%
Reading	2017	17%	16%	**13%**	9%	-	9%	-	-	*	-	*	*	9%	8%
	2016	16%	16%	**13%**	13%	-	13%	-	-	-	-	-	*	13%	13%
Mathematics	2017	20%	16%	**5%**	5%	-	5%	-	-	*	-	*	*	5%	5%
	2016	17%	15%	**12%**	11%	-	11%	-	-	-	-	-	*	11%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**18%**	16%	-	16%	-	-	*	-	*	*	16%	16%
	2016	35%	35%	**25%**	25%	-	25%	-	-	-	-	-	*	25%	25%
Mathematics	2017	43%	44%	**32%**	33%	-	33%	-	-	*	-	*	45%	32%	34%

District Name: PASADENA ISD
Campus Name: BOBBY SHAW MIDDLE
Campus Number: 101917143

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 749
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	98%	99%	100%	*	*	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**93%**	81%	93%	100%	*	*	-	100%	94%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	17%	6%	0%	*	*	-	0%	5%	6%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	*	*	-	0%	1%	1%	2%
Not Tested	1%	1%	**1%**	2%	1%	0%	*	*	-	0%	0%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	*	*	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**92%**	85%	93%	74%	*	-	-	100%	88%	92%	92%
Not Included in Accountability													
Mobile	4%	4%	**7%**	15%	6%	26%	*	-	-	0%	11%	6%	5%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	-	-	0%	0%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	1%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	94.8%	96.2%	93.5%	*	-	-	*	95.4%	96.1%	96.5%
2014-15	95.7%	95.3%	**96.5%**	94.4%	96.7%	92.6%	*	*	-	-	95.0%	96.5%	96.9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	749	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	344	45.9%	7.2%	7.5%
Grade 6	405	54.1%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	22	2.9%	7.6%	12.6%
Hispanic	695	92.8%	82.7%	52.4%
White	26	3.5%	5.9%	28.1%
American Indian	1	0.1%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	4	0.5%	0.7%	2.2%
Economically Disadvantaged	675	90.1%	77.8%	59.0%
Non-Educationally Disadvantaged	74	9.9%	22.2%	41.0%
English Language Learners (ELL)	317	42.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	5	0.5%	1.1%	1.4%
At-Risk	465	62.1%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	80			
By Type of Primary Disability				
Students with Intellectual Disabilities	41	51.3%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	21	26.3%	19.1%	12.5%
Students with Behavioral Disabilities	**	**	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	141	15.3%	15.5%	16.2%
By Ethnicity:				
African American	7	0.8%		
Hispanic	118	12.8%		
White	16	1.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	18.9	18.9	20.9
Grade 6	20.4	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	81.9	100.0%	100.0%	100.0%
Professional Staff:	67.0	81.9%	60.0%	64.0%
Teachers	58.1	71.0%	47.3%	50.0%
Professional Support	5.9	7.2%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	3.7%	2.4%	2.9%
Educational Aides:	14.8	18.1%	11.2%	9.6%
Total Minority Staff:	36.6	44.7%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	4.0	6.9%	9.4%	10.2%
Hispanic	17.0	29.2%	34.6%	26.6%
White	35.1	60.4%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	2.0	3.4%	1.1%	1.1%
Males	14.0	24.1%	23.8%	23.7%
Females	44.1	75.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.7%	1.0%	1.2%
Bachelors	44.1	75.8%	78.0%	74.5%
Masters	13.0	22.4%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.0	10.3%	7.3%	7.8%
1-5 Years Experience	26.0	44.7%	35.5%	28.0%
6-10 Years Experience	16.0	27.6%	23.5%	20.9%
11-20 Years Experience	9.1	15.6%	23.9%	27.8%
Over 20 Years Experience	1.0	1.8%	9.9%	15.5%
Number of Students per Teacher	12.9	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	6.0	19.3	12.2
Average Years Experience of Assistant Principals	8.5	15.3	15.7
Average Years Experience of Assistant Principals with District	8.0	13.7	10.1
Average Years Experience of Teachers:	6.5	9.2	10.9
Average Years Experience of Teachers with District:	3.9	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,251	$50,819	$46,199
1-5 Years Experience	$52,063	$52,776	$48,779
6-10 Years Experience	$53,964	$54,387	$51,184
11-20 Years Experience	$56,417	$54,825	$54,396
Over 20 Years Experience	$62,707	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,373	$54,351	$52,525
Professional Support	$66,275	$70,369	$61,728
Campus Administration (School Leadership)	$82,862	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	296	39.5%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	38	5.1%	5.0%	7.8%
Special Education	80	10.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	1.7	2.9%	2.3%	1.9%
Regular Education	50.3	86.6%	62.9%	72.8%
Special Education	6.1	10.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **KELLER MIDDLE**

Campus Number: **101917144**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

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District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 690
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**80%**	*	81%	79%	*	-	-	-	42%	79%	69%
	2016	81%	76%	**72%**	*	71%	80%	*	*	-	*	42%	70%	64%
Mathematics	2017	87%	83%	**92%**	*	93%	89%	*	-	-	-	87%	91%	92%
	2016	86%	82%	**83%**	*	85%	75%	*	*	-	*	68%	82%	87%
Science	2017	74%	67%	**76%**	*	77%	79%	*	-	-	-	35%	74%	69%
	2016	74%	68%	**69%**	*	69%	81%	*	*	-	*	51%	69%	64%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**54%**	*	53%	61%	*	*	-	*	20%	52%	34%
	2016	69%	66%	**68%**	86%	68%	67%	-	-	-	*	27%	67%	37%
Mathematics	2017	76%	62%	**54%**	*	54%	57%	*	-	-	*	40%	53%	41%
	2016	72%	72%	**63%**	*	64%	50%	-	-	-	*	41%	60%	42%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**100%**	-	100%	*	-	*	-	-	-	100%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**72%**	32%	73%	77%	100%	*	-	*	46%	71%	61%
	2016	75%	72%	**71%**	43%	71%	72%	*	89%	-	75%	45%	70%	63%
Reading	2017	72%	67%	**67%**	38%	67%	72%	*	*	-	*	32%	66%	51%
	2016	73%	68%	**70%**	60%	70%	74%	*	*	-	*	34%	69%	54%
Mathematics	2017	79%	77%	**76%**	38%	76%	80%	*	*	-	*	66%	75%	66%
	2016	76%	76%	**73%**	36%	74%	64%	*	*	-	*	54%	71%	71%
Science	2017	79%	76%	**76%**	*	77%	79%	*	-	-	-	35%	74%	69%
	2016	79%	76%	**69%**	*	69%	81%	*	*	-	*	51%	69%	64%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 690
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**24%**	*	23%	39%	*	*	-	*	11%	22%	13%
	2016	45%	39%	**22%**	*	22%	29%	*	*	-	*	*	20%	9%
Reading	2017	48%	41%	**29%**	*	29%	39%	*	*	-	*	9%	27%	16%
	2016	46%	38%	**29%**	*	28%	48%	*	*	-	*	9%	27%	8%
Mathematics	2017	48%	41%	**32%**	*	32%	39%	*	*	-	*	23%	31%	21%
	2016	43%	38%	**26%**	*	26%	32%	*	*	-	*	9%	25%	15%
Science	2017	52%	47%	**40%**	*	39%	54%	*	-	-	-	19%	39%	34%
	2016	47%	43%	**27%**	*	28%	31%	*	*	-	*	*	28%	17%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**12%**	*	12%	17%	*	*	-	*	6%	11%	6%
	2016	18%	14%	**9%**	*	9%	15%	*	*	-	*	4%	8%	4%
Reading	2017	19%	14%	**11%**	*	11%	20%	*	*	-	*	*	10%	5%
	2016	17%	12%	**11%**	*	10%	26%	*	*	-	*	*	9%	2%
Mathematics	2017	23%	17%	**10%**	*	10%	13%	*	*	-	*	*	9%	6%
	2016	19%	14%	**8%**	*	8%	*	*	*	-	*	*	8%	5%
Science	2017	19%	15%	**17%**	*	17%	18%	*	-	-	-	*	15%	11%
	2016	16%	13%	**8%**	*	8%	*	*	*	-	*	*	8%	7%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**49%**	*	48%	59%	*	*	-	*	60%	48%	45%
	2016	62%	62%	**55%**	*	55%	65%	*	*	-	*	62%	54%	52%
Reading	2017	59%	57%	**47%**	*	46%	50%	*	*	-	*	51%	46%	43%
	2016	60%	61%	**55%**	*	54%	*	*	*	-	*	51%	54%	52%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 690
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**51%**	*	49%	67%	*	*	-	*	69%	50%	47%
	2016	63%	63%	**55%**	*	55%	*	*	*	-	*	72%	54%	53%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**12%**	*	12%	13%	*	*	-	*	23%	11%	8%
	2016	17%	16%	**14%**	*	14%	13%	*	*	-	*	17%	14%	14%
Reading	2017	17%	16%	**11%**	*	11%	15%	*	*	-	*	13%	11%	8%
	2016	16%	16%	**15%**	*	15%	*	*	*	-	*	13%	16%	14%
Mathematics	2017	20%	16%	**12%**	*	12%	11%	*	*	-	*	33%	11%	9%
	2016	17%	15%	**12%**	*	12%	*	*	*	-	*	20%	12%	13%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**25%**	*	24%	45%	-	-	-	-	18%	24%	16%
	2016	35%	35%	**31%**	*	32%	*	-	*	-	*	11%	31%	31%
Mathematics	2017	43%	44%	**39%**	*	41%	*	-	-	-	-	58%	36%	34%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**68%**	*	68%	73%	*	-	-	-	24%	66%	54%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**32%**	*	32%	27%	*	-	-	-	76%	34%	46%
STAAR Cumulative Met Standard														
	2017	81%	75%	**80%**	*	81%	81%	*	-	-	-	41%	79%	70%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**83%**	*	84%	85%	*	-	-	-	66%	83%	80%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**17%**	83%	16%	*	*	-	-	-	34%	17%	20%
STAAR Cumulative Met Standard														
	2017	87%	82%	**91%**	*	93%	89%	*	-	-	-	86%	91%	91%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 690
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**72%**	60%	-	60%	-	-	-	-	-	63%	60%	61%
	2016	75%	72%	**71%**	64%	-	64%	-	-	-	-	-	45%	64%	63%
Reading	2017	72%	67%	**67%**	52%	-	52%	-	-	-	-	-	48%	52%	51%
	2016	73%	68%	**70%**	56%	-	56%	-	-	-	-	-	33%	56%	54%
Mathematics	2017	79%	77%	**76%**	63%	-	63%	-	-	-	-	-	87%	63%	66%
	2016	76%	76%	**73%**	72%	-	72%	-	-	-	-	-	61%	72%	71%
Science	2017	79%	76%	**76%**	73%	-	73%	-	-	-	-	-	50%	73%	69%
	2016	79%	76%	**69%**	65%	-	65%	-	-	-	-	-	*	65%	64%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**24%**	11%	-	11%	-	-	-	-	-	26%	11%	13%
	2016	45%	39%	**22%**	10%	-	10%	-	-	-	-	-	*	10%	9%
Reading	2017	48%	41%	**29%**	14%	-	14%	-	-	-	-	-	26%	14%	16%
	2016	46%	38%	**29%**	9%	-	9%	-	-	-	-	-	*	9%	8%
Mathematics	2017	48%	41%	**32%**	20%	-	20%	-	-	-	-	-	26%	20%	21%
	2016	43%	38%	**26%**	16%	-	16%	-	-	-	-	-	*	16%	15%
Science	2017	52%	47%	**40%**	31%	-	31%	-	-	-	-	-	50%	31%	34%
	2016	47%	43%	**27%**	17%	-	17%	-	-	-	-	-	*	17%	17%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**12%**	5%	-	5%	-	-	-	-	-	15%	5%	6%
	2016	18%	14%	**9%**	5%	-	5%	-	-	-	-	-	*	5%	4%
Reading	2017	19%	14%	**11%**	3%	-	3%	-	-	-	-	-	*	3%	5%
	2016	17%	12%	**11%**	3%	-	3%	-	-	-	-	-	*	3%	2%
Mathematics	2017	23%	17%	**10%**	4%	-	4%	-	-	-	-	-	*	4%	6%
	2016	19%	14%	**8%**	5%	-	5%	-	-	-	-	-	*	5%	5%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 690
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**17%**	10%	-	10%	-	-	-	-	-	*	10%	11%
	2016	16%	13%	**8%**	7%	-	7%	-	-	-	-	-	*	7%	7%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**49%**	42%	*	42%	-	-	-	-	-	54%	42%	44%
	2016	62%	62%	**55%**	58%	-	58%	-	-	-	-	-	65%	58%	59%
Reading	2017	59%	57%	**47%**	44%	-	44%	-	-	-	-	-	*	44%	45%
	2016	60%	61%	**55%**	55%	-	55%	-	-	-	-	-	*	55%	54%
Mathematics	2017	64%	59%	**51%**	41%	*	41%	-	-	-	-	-	57%	41%	43%
	2016	63%	63%	**55%**	61%	-	61%	-	-	-	-	-	*	61%	63%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**12%**	6%	*	5%	-	-	-	-	-	13%	6%	6%
	2016	17%	16%	**14%**	16%	-	16%	-	-	-	-	-	15%	16%	16%
Reading	2017	17%	16%	**11%**	5%	-	5%	-	-	-	-	-	*	5%	4%
	2016	16%	16%	**15%**	15%	-	15%	-	-	-	-	-	*	15%	15%
Mathematics	2017	20%	16%	**12%**	6%	*	6%	-	-	-	-	-	26%	6%	9%
	2016	17%	15%	**12%**	17%	-	17%	-	-	-	-	-	*	17%	18%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**25%**	18%	-	18%	-	-	-	-	-	*	18%	16%
	2016	35%	35%	**31%**	33%	-	33%	-	-	-	-	-	*	33%	31%
Mathematics	2017	43%	44%	**39%**	25%	-	25%	-	-	-	-	-	80%	25%	34%

District Name: PASADENA ISD
Campus Name: KELLER MIDDLE
Campus Number: 101917144

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 690
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	98%	100%	100%	100%	*	-	*	100%	100%	100%
Included in Accountability	94%	94%	**94%**	86%	94%	90%	100%	*	-	*	95%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	12%	5%	10%	0%	*	-	*	4%	5%	6%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	0%	*	-	*	1%	1%	2%
Not Tested	1%	1%	**0%**	2%	0%	0%	0%	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	2%	0%	0%	0%	*	-	*	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	82%	94%	84%	60%	100%	-	100%	93%	93%	94%
Not Included in Accountability													
Mobile	4%	4%	**6%**	18%	6%	16%	40%	0%	-	0%	7%	7%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	-	0%	0%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	93.3%	96.5%	94.3%	*	*	-	*	95.2%	96.3%	97.0%
2014-15	95.7%	95.3%	**95.8%**	93.8%	96.0%	93.7%	-	-	*	*	94.0%	95.8%	96.1%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	690	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	343	49.7%	7.2%	7.5%
Grade 6	347	50.3%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	20	2.9%	7.6%	12.6%
Hispanic	615	89.1%	82.7%	52.4%
White	51	7.4%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	1	0.1%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.1%	0.7%	2.2%
Economically Disadvantaged	610	88.4%	77.8%	59.0%
Non-Educationally Disadvantaged	80	11.6%	22.2%	41.0%
English Language Learners (ELL)	216	31.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	18	2.4%	1.1%	1.4%
At-Risk	441	63.9%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	28	45.2%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	22	35.5%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	136	17.8%	15.5%	16.2%
By Ethnicity:				
African American	10	1.3%		
Hispanic	113	14.8%		
White	10	1.3%		
American Indian	2	0.3%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.3%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.3%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	19.6	18.9	20.9
Grade 6	19.8	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	71.5	100.0%	100.0%	100.0%
Professional Staff:	60.6	84.8%	60.0%	64.0%
Teachers	51.0	71.4%	47.3%	50.0%
Professional Support	6.6	9.2%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.2%	2.4%	2.9%
Educational Aides:	10.9	15.2%	11.2%	9.6%
Total Minority Staff:	23.3	32.6%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	5.9%	9.4%	10.2%
Hispanic	12.0	23.5%	34.6%	26.6%
White	34.0	66.7%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.0%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.0%	1.1%	1.1%
Males	13.7	26.9%	23.8%	23.7%
Females	37.3	73.1%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	38.8	76.1%	78.0%	74.5%
Masters	12.2	23.9%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	3.9%	7.3%	7.8%
1-5 Years Experience	16.0	31.4%	35.5%	28.0%
6-10 Years Experience	16.1	31.5%	23.5%	20.9%
11-20 Years Experience	14.3	27.9%	23.9%	27.8%
Over 20 Years Experience	2.7	5.3%	9.9%	15.5%
Number of Students per Teacher	13.5	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	20.4	19.5
Average Years Experience of Principals with District	22.0	19.3	12.2
Average Years Experience of Assistant Principals	15.0	15.3	15.7
Average Years Experience of Assistant Principals with District	15.0	13.7	10.1
Average Years Experience of Teachers:	9.3	9.2	10.9
Average Years Experience of Teachers with District:	7.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,125	$52,776	$48,779
6-10 Years Experience	$51,514	$54,387	$51,184
11-20 Years Experience	$51,681	$54,825	$54,396
Over 20 Years Experience	$74,446	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,950	$54,351	$52,525
Professional Support	$67,854	$70,369	$61,728
Campus Administration (School Leadership)	$87,129	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	191	27.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	36	5.2%	5.0%	7.8%
Special Education	62	9.0%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	1.1	2.2%	2.3%	1.9%
Regular Education	40.0	78.3%	62.9%	72.8%
Special Education	10.0	19.5%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **MARSHALL KENDRICK MIDDLE**

Campus Number: **101917145**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 768
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**76%**	81%	75%	88%	-	-	-	*	35%	75%	65%
	2016	81%	76%	**81%**	86%	80%	87%	-	*	-	-	38%	80%	77%
Mathematics	2017	87%	83%	**83%**	81%	82%	88%	-	-	-	*	60%	82%	79%
	2016	86%	82%	**80%**	50%	80%	80%	-	*	-	-	45%	78%	80%
Science	2017	74%	67%	**64%**	45%	64%	81%	-	-	-	*	35%	63%	59%
	2016	74%	68%	**69%**	57%	68%	89%	-	*	-	-	36%	66%	62%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**64%**	58%	63%	75%	-	*	-	*	24%	63%	45%
	2016	69%	66%	**64%**	64%	61%	85%	-	100%	-	*	32%	61%	41%
Mathematics	2017	76%	62%	**63%**	56%	62%	80%	-	*	-	*	41%	63%	55%
	2016	72%	72%	**75%**	62%	73%	89%	-	100%	-	*	35%	72%	69%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**96%**	*	95%	*	-	*	-	*	-	97%	100%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Mathematics	2016	82%	87%	*	-	*	-	-	-	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**71%**	65%	71%	82%	-	83%	-	75%	39%	70%	63%
	2016	75%	72%	**74%**	64%	73%	86%	-	95%	-	*	37%	72%	69%
Reading	2017	72%	67%	**70%**	70%	69%	80%	-	*	-	*	29%	69%	57%
	2016	73%	68%	**74%**	75%	72%	86%	-	100%	-	*	35%	72%	66%
Mathematics	2017	79%	77%	**76%**	70%	76%	85%	-	*	-	*	51%	76%	71%
	2016	76%	76%	**77%**	56%	77%	84%	-	100%	-	*	40%	75%	76%

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 768
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Science	2017	79%	76%	**64%**	45%	64%	81%	-	-	-	*	35%	63%	59%
	2016	79%	76%	**69%**	57%	68%	89%	-	*	-	-	36%	66%	62%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**25%**	18%	25%	30%	-	*	-	*	17%	23%	18%
	2016	45%	39%	**25%**	*	23%	39%	-	63%	-	*	*	22%	16%
Reading	2017	48%	41%	**36%**	28%	36%	40%	-	*	-	*	18%	34%	26%
	2016	46%	38%	**36%**	23%	35%	50%	-	63%	-	*	*	33%	24%
Mathematics	2017	48%	41%	**32%**	25%	32%	35%	-	*	-	*	18%	31%	23%
	2016	43%	38%	**32%**	20%	31%	40%	-	88%	-	*	*	30%	23%
Science	2017	52%	47%	**30%**	*	30%	44%	-	-	-	*	21%	28%	25%
	2016	47%	43%	**22%**	*	21%	31%	-	*	-	-	*	21%	15%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**12%**	6%	11%	21%	-	*	-	*	4%	12%	9%
	2016	18%	14%	**11%**	*	10%	17%	-	41%	-	*	*	9%	5%
Reading	2017	19%	14%	**14%**	*	14%	20%	-	*	-	*	*	13%	9%
	2016	17%	12%	**15%**	*	14%	24%	-	*	-	*	*	13%	9%
Mathematics	2017	23%	17%	**10%**	*	9%	23%	-	*	-	*	5%	10%	7%
	2016	19%	14%	**10%**	*	9%	14%	-	*	-	*	*	9%	4%
Science	2017	19%	15%	**10%**	*	10%	*	-	-	-	*	*	11%	11%
	2016	16%	13%	**4%**	*	3%	*	-	*	-	-	*	3%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**49%**	61%	48%	54%	-	*	-	*	52%	48%	45%
	2016	62%	62%	**58%**	64%	56%	64%	-	*	-	*	56%	57%	56%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2017	59%	57%	**46%**	*	45%	43%	-	*	-	*	*	44%	43%
	2016	60%	61%	**59%**	*	58%	73%	-	*	-	*	49%	58%	60%
Mathematics	2017	64%	59%	**52%**	62%	50%	65%	-	*	-	*	63%	52%	47%
	2016	63%	63%	**56%**	*	55%	54%	-	*	-	*	63%	56%	53%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**10%**	12%	10%	14%	-	*	-	*	8%	10%	11%
	2016	17%	16%	**12%**	9%	12%	18%	-	*	-	*	10%	12%	13%
Reading	2017	17%	16%	**12%**	*	12%	13%	-	*	-	*	*	12%	13%
	2016	16%	16%	**19%**	*	19%	23%	-	*	-	*	8%	19%	21%
Mathematics	2017	20%	16%	**8%**	16%	8%	15%	-	*	-	*	14%	9%	8%
	2016	17%	15%	**6%**	*	5%	13%	-	*	-	*	12%	6%	5%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**16%**	*	14%	*	-	-	-	*	*	17%	*
	2016	35%	35%	**33%**	*	29%	50%	-	*	-	-	16%	30%	35%
Mathematics	2017	43%	44%	**40%**	63%	35%	60%	-	-	-	*	29%	40%	34%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**64%**	65%	63%	81%	-	-	-	*	15%	63%	52%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**36%**	35%	37%	*	-	-	-	*	85%	38%	48%
STAAR Cumulative Met Standard														
	2017	81%	75%	**76%**	80%	75%	88%	-	-	-	*	25%	75%	64%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**74%**	70%	74%	69%	-	-	-	*	45%	73%	67%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**26%**	30%	26%	31%	-	-	-	*	55%	27%	33%
STAAR Cumulative Met Standard														
	2017	87%	82%	**82%**	80%	82%	88%	-	-	-	*	55%	81%	78%

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 768
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**71%**	64%	-	55%	88%	-	*	-	*	51%	64%	63%
	2016	75%	72%	**74%**	68%	-	59%	95%	-	83%	-	83%	72%	68%	69%
Reading	2017	72%	67%	**70%**	59%	-	48%	84%	-	*	-	*	44%	58%	57%
	2016	73%	68%	**74%**	65%	-	54%	98%	-	*	-	*	71%	65%	66%
Mathematics	2017	79%	77%	**76%**	71%	-	62%	94%	-	*	-	*	68%	71%	71%
	2016	76%	76%	**77%**	76%	-	68%	100%	-	*	-	*	79%	76%	76%
Science	2017	79%	76%	**64%**	61%	-	52%	82%	-	-	-	-	33%	61%	59%
	2016	79%	76%	**69%**	62%	-	49%	86%	-	*	-	*	62%	62%	62%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**25%**	19%	-	11%	38%	-	*	-	*	*	19%	18%
	2016	45%	39%	**25%**	16%	-	8%	43%	-	-	-	-	*	16%	16%
Reading	2017	48%	41%	**36%**	27%	-	17%	51%	-	*	-	*	*	27%	26%
	2016	46%	38%	**36%**	25%	-	14%	59%	-	-	-	-	21%	25%	24%
Mathematics	2017	48%	41%	**32%**	24%	-	14%	46%	-	*	-	*	*	24%	23%
	2016	43%	38%	**32%**	23%	-	17%	41%	-	-	-	-	21%	23%	23%
Science	2017	52%	47%	**30%**	27%	-	15%	53%	-	-	-	-	*	27%	25%
	2016	47%	43%	**22%**	16%	-	*	34%	-	-	-	-	*	16%	15%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**12%**	10%	-	7%	17%	-	*	-	*	*	10%	9%
	2016	18%	14%	**11%**	5%	-	3%	11%	-	*	-	*	*	6%	5%
Reading	2017	19%	14%	**14%**	10%	-	6%	20%	-	*	-	*	*	10%	9%
	2016	17%	12%	**15%**	9%	-	4%	25%	-	*	-	*	*	9%	9%
Mathematics	2017	23%	17%	**10%**	8%	-	7%	10%	-	*	-	*	*	8%	7%
	2016	19%	14%	**10%**	4%	-	*	*	-	*	-	*	*	4%	4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**10%**	12%	-	8%	23%	-	-	-	-	*	12%	11%
	2016	16%	13%	**4%**	*	-	*	*	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**49%**	43%	-	43%	44%	-	*	-	*	52%	43%	44%
	2016	62%	62%	**58%**	55%	-	51%	65%	-	*	-	*	57%	55%	55%
Reading	2017	59%	57%	**46%**	41%	-	36%	54%	-	*	-	*	*	41%	42%
	2016	60%	61%	**59%**	61%	-	50%	95%	-	*	-	*	71%	61%	63%
Mathematics	2017	64%	59%	**52%**	45%	-	50%	*	-	*	-	*	*	45%	46%
	2016	63%	63%	**56%**	48%	-	52%	*	-	*	-	*	*	49%	48%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**10%**	11%	-	9%	16%	-	*	-	*	10%	11%	11%
	2016	17%	16%	**12%**	14%	-	10%	27%	-	*	-	*	18%	15%	15%
Reading	2017	17%	16%	**12%**	14%	-	8%	29%	-	*	-	*	*	14%	14%
	2016	16%	16%	**19%**	24%	-	14%	55%	-	*	-	*	26%	24%	25%
Mathematics	2017	20%	16%	**8%**	8%	-	9%	*	-	*	-	*	*	8%	8%
	2016	17%	15%	**6%**	5%	-	6%	*	-	*	-	*	*	5%	6%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**16%**	*	-	*	*	-	-	-	-	*	*	*
	2016	35%	35%	**33%**	18%	-	18%	-	-	*	-	*	59%	21%	35%
Mathematics	2017	43%	44%	**40%**	35%	-	33%	*	-	-	-	-	*	35%	34%

District Name: PASADENA ISD
Campus Name: MARSHALL KENDRICK MIDDLE
Campus Number: 101917145

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 768
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	100%	99%	100%	-	100%	-	100%	98%	99%	100%
Included in Accountability	94%	94%	**93%**	93%	93%	91%	-	100%	-	100%	94%	93%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	7%	5%	9%	-	0%	-	0%	4%	5%	4%
Other Exclusions	1%	2%	**1%**	0%	1%	0%	-	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	**1%**	0%	1%	0%	-	0%	-	0%	2%	1%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	97%	99%	99%	-	100%	-	*	98%	99%	99%
Included in Accountability	94%	94%	**94%**	78%	94%	94%	-	88%	-	*	89%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	**5%**	18%	4%	5%	-	12%	-	*	8%	5%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	-	*	0%	1%	2%
Not Tested	1%	1%	**1%**	3%	1%	1%	-	0%	-	*	2%	1%	1%
Absent	1%	1%	**1%**	2%	1%	1%	-	0%	-	*	2%	1%	0%
Other	0%	0%	**0%**	1%	0%	0%	-	0%	-	*	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.1%**	93.3%	96.4%	94.3%	-	97.9%	-	*	95.3%	96.1%	97.2%
2014-15	95.7%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	768	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	385	50.1%	7.2%	7.5%
Grade 6	383	49.9%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	47	6.1%	7.6%	12.6%
Hispanic	661	86.1%	82.7%	52.4%
White	50	6.5%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	5	0.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	5	0.7%	0.7%	2.2%
Economically Disadvantaged	654	85.2%	77.8%	59.0%
Non-Educationally Disadvantaged	114	14.8%	22.2%	41.0%
English Language Learners (ELL)	291	37.9%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	9	1.1%	1.1%	1.4%
At-Risk	511	66.5%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	105			
By Type of Primary Disability				
Students with Intellectual Disabilities	61	58.1%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	24	22.9%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	122	15.2%	15.5%	16.2%
By Ethnicity:				
African American	15	1.9%		
Hispanic	88	11.0%		
White	16	2.0%		
American Indian	0	0.0%		
Asian	2	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.1%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	2.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	17.5	18.9	20.9
Grade 6	17.8	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	22.3	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.4	100.0%	100.0%	100.0%
Professional Staff:	61.5	82.7%	60.0%	64.0%
Teachers	52.1	70.0%	47.3%	50.0%
Professional Support	6.4	8.6%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.0%	2.4%	2.9%
Educational Aides:	12.9	17.3%	11.2%	9.6%
Total Minority Staff:	41.4	55.7%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	3.8%	9.4%	10.2%
Hispanic	24.0	46.1%	34.6%	26.6%
White	24.1	46.3%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	1.9%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.9%	1.1%	1.1%
Males	6.0	11.6%	23.8%	23.7%
Females	46.1	88.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	45.0	86.4%	78.0%	74.5%
Masters	7.1	13.6%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.0	11.5%	7.3%	7.8%
1-5 Years Experience	24.0	46.1%	35.5%	28.0%
6-10 Years Experience	10.0	19.3%	23.5%	20.9%
11-20 Years Experience	11.1	21.2%	23.9%	27.8%
Over 20 Years Experience	1.0	1.9%	9.9%	15.5%
Number of Students per Teacher	14.7	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	20.4	19.5
Average Years Experience of Principals with District	15.0	19.3	12.2
Average Years Experience of Assistant Principals	16.5	15.3	15.7
Average Years Experience of Assistant Principals with District	9.5	13.7	10.1
Average Years Experience of Teachers:	6.4	9.2	10.9
Average Years Experience of Teachers with District:	5.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,151	$50,819	$46,199
1-5 Years Experience	$52,665	$52,776	$48,779
6-10 Years Experience	$54,586	$54,387	$51,184
11-20 Years Experience	$57,847	$54,825	$54,396
Over 20 Years Experience	$61,206	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,126	$54,351	$52,525
Professional Support	$61,034	$70,369	$61,728
Campus Administration (School Leadership)	$84,355	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	330	43.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	37	4.8%	5.0%	7.8%
Special Education	105	13.7%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.5	4.9%	2.3%	1.9%
Regular Education	37.9	72.7%	62.9%	72.8%
Special Education	10.3	19.7%	13.3%	8.6%
Other	0.9	1.7%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **NELDA SULLIVAN MIDDLE**

Campus Number: **101917146**

2017 Accountability Rating: **Improvement Required**

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District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 668
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**63%**	*	63%	80%	*	-	-	-	19%	61%	53%
Mathematics	2017	87%	83%	**72%**	*	72%	80%	*	-	-	-	32%	71%	65%
Science	2017	74%	67%	**38%**	*	38%	56%	*	-	-	-	20%	35%	24%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**54%**	*	55%	60%	-	-	-	-	21%	54%	31%
Mathematics	2017	76%	62%	**57%**	*	58%	*	-	-	-	-	50%	58%	55%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**90%**	-	89%	*	-	-	-	-	*	88%	100%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**59%**	38%	59%	69%	*	-	-	-	29%	57%	47%
Reading	2017	72%	67%	**59%**	*	59%	70%	*	-	-	-	20%	57%	44%
Mathematics	2017	79%	77%	**69%**	45%	69%	75%	*	-	-	-	42%	69%	63%
Science	2017	79%	76%	**38%**	*	38%	56%	*	-	-	-	20%	35%	24%
STAAR Percent at Meets Grade Level All Grades														
Two or More Subjects	2017	48%	42%	**14%**	*	14%	*	*	-	-	-	14%	13%	6%
Reading	2017	48%	41%	**24%**	*	25%	25%	*	-	-	-	16%	22%	11%
Mathematics	2017	48%	41%	**21%**	*	21%	35%	*	-	-	-	14%	20%	14%
Science	2017	52%	47%	**14%**	*	14%	*	*	-	-	-	21%	11%	6%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 668
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**6%**	*	6%	12%	*	-	-	-	5%	6%	3%
Reading	2017	19%	14%	**9%**	*	9%	*	*	-	-	-	*	8%	3%
Mathematics	2017	23%	17%	**5%**	*	5%	*	*	-	-	-	8%	5%	4%
Science	2017	19%	15%	**2%**	*	2%	*	*	-	-	-	*	3%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**45%**	*	44%	*	*	-	-	-	53%	45%	47%
Reading	2017	59%	57%	**42%**	*	42%	*	*	-	-	-	*	42%	45%
Mathematics	2017	64%	59%	**47%**	*	47%	*	*	-	-	-	68%	48%	48%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**8%**	*	9%	*	*	-	-	-	8%	8%	9%
Reading	2017	17%	16%	**9%**	*	9%	*	*	-	-	-	*	9%	9%
Mathematics	2017	20%	16%	**8%**	*	8%	*	*	-	-	-	14%	8%	10%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**15%**	*	16%	*	*	-	-	-	*	15%	18%
Mathematics	2017	43%	44%	**37%**	*	38%	*	*	-	-	-	24%	38%	39%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 668
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**51%**	*	51%	60%	*	-	-	-	*	49%	38%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**49%**	*	49%	*	*	-	-	-	93%	51%	62%
STAAR Cumulative Met Standard														
	2017	81%	75%	**63%**	*	63%	80%	*	-	-	-	*	60%	53%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**62%**	*	62%	70%	*	-	-	-	22%	61%	55%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**38%**	*	38%	*	*	-	-	-	78%	39%	45%
STAAR Cumulative Met Standard														
	2017	87%	82%	**72%**	*	72%	80%	*	-	-	-	30%	71%	65%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 668
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**59%**	47%	-	47%	-	-	-	-	-	44%	47%	47%
Reading	2017	72%	67%	**59%**	44%	-	44%	-	-	-	-	-	43%	44%	44%
Mathematics	2017	79%	77%	**69%**	63%	-	63%	-	-	-	-	-	60%	63%	63%
Science	2017	79%	76%	**38%**	25%	-	25%	-	-	-	-	-	*	25%	24%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**14%**	6%	-	6%	-	-	-	-	-	*	6%	6%
Reading	2017	48%	41%	**24%**	11%	-	11%	-	-	-	-	-	*	11%	11%
Mathematics	2017	48%	41%	**21%**	14%	-	14%	-	-	-	-	-	*	14%	14%
Science	2017	52%	47%	**14%**	7%	-	7%	-	-	-	-	-	*	7%	6%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**6%**	3%	-	3%	-	-	-	-	-	*	3%	3%
Reading	2017	19%	14%	**9%**	3%	-	3%	-	-	-	-	-	*	3%	3%
Mathematics	2017	23%	17%	**5%**	4%	-	4%	-	-	-	-	-	*	4%	4%
Science	2017	19%	15%	**2%**	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**45%**	48%	-	48%	-	-	-	-	-	50%	48%	48%
Reading	2017	59%	57%	**42%**	44%	-	44%	-	-	-	-	-	*	44%	43%
Mathematics	2017	64%	59%	**47%**	51%	-	51%	-	-	-	-	-	67%	51%	53%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**8%**	9%	-	9%	-	-	-	-	-	15%	9%	10%
Reading	2017	17%	16%	**9%**	8%	-	8%	-	-	-	-	-	*	8%	8%
Mathematics	2017	20%	16%	**8%**	10%	-	10%	-	-	-	-	-	20%	10%	11%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**15%**	17%	-	17%	-	-	-	-	-	*	17%	18%
Mathematics	2017	43%	44%	**37%**	40%	-	40%	-	-	-	-	-	*	40%	39%

District Name: PASADENA ISD
Campus Name: NELDA SULLIVAN MIDDLE
Campus Number: 101917146

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 668
Grade Span: 05 - 06
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	-	-	*	99%	100%	100%
Included in Accountability	94%	94%	**94%**	90%	95%	91%	*	-	-	*	90%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	**4%**	10%	3%	9%	*	-	-	*	9%	4%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	0%	*	-	-	*	0%	2%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	-	-	*	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	-	-	*	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	668	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	345	51.6%	7.2%	7.5%
Grade 6	323	48.4%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	10	1.5%	7.6%	12.6%
Hispanic	631	94.5%	82.7%	52.4%
White	25	3.7%	5.9%	28.1%
American Indian	2	0.3%	0.1%	0.4%
Asian	0	0.0%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	0.7%	2.2%
Economically Disadvantaged	592	88.6%	77.8%	59.0%
Non-Educationally Disadvantaged	76	11.4%	22.2%	41.0%
English Language Learners (ELL)	296	44.3%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	439	65.7%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	68			
By Type of Primary Disability				
Students with Intellectual Disabilities	34	50.0%	47.0%	44.5%
Students with Physical Disabilities	6	8.8%	16.5%	21.9%
Students with Autism	11	16.2%	19.1%	12.5%
Students with Behavioral Disabilities	17	25.0%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	0	0.0%	15.5%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	22.1	18.9	20.9
Grade 6	19.6	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.4	100.0%	100.0%	100.0%
Professional Staff:	52.0	83.4%	60.0%	64.0%
Teachers	44.0	70.5%	47.3%	50.0%
Professional Support	5.0	8.0%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.8%	2.4%	2.9%
Educational Aides:	10.4	16.6%	11.2%	9.6%
Total Minority Staff:	33.1	53.0%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	7.1	16.1%	9.4%	10.2%
Hispanic	11.0	25.0%	34.6%	26.6%
White	21.9	49.8%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	3.0	6.8%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.3%	1.1%	1.1%
Males	8.0	18.1%	23.8%	23.7%
Females	36.0	81.9%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	2.3%	1.0%	1.2%
Bachelors	35.1	79.7%	78.0%	74.5%
Masters	7.9	18.0%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	7.0	15.8%	7.3%	7.8%
1-5 Years Experience	26.0	59.1%	35.5%	28.0%
6-10 Years Experience	6.0	13.7%	23.5%	20.9%
11-20 Years Experience	5.0	11.4%	23.9%	27.8%
Over 20 Years Experience	0.0	0.0%	9.9%	15.5%
Number of Students per Teacher	15.2	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	20.4	19.5
Average Years Experience of Principals with District	13.0	19.3	12.2
Average Years Experience of Assistant Principals	13.0	15.3	15.7
Average Years Experience of Assistant Principals with District	13.0	13.7	10.1
Average Years Experience of Teachers:	4.4	9.2	10.9
Average Years Experience of Teachers with District:	2.5	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,279	$50,819	$46,199
1-5 Years Experience	$52,103	$52,776	$48,779
6-10 Years Experience	$55,041	$54,387	$51,184
11-20 Years Experience	$54,007	$54,825	$54,396
Over 20 Years Experience	-	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,592	$54,351	$52,525
Professional Support	$63,370	$70,369	$61,728
Campus Administration (School Leadership)	$83,922	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	259	38.8%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	45	6.7%	5.0%	7.8%
Special Education	68	10.2%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	1.0	2.2%	2.3%	1.9%
Regular Education	41.1	93.4%	62.9%	72.8%
Special Education	1.9	4.4%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **FRED ROBERTS MIDDLE**

Campus Number: **101917147**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 643
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	76%	**79%**	67%	80%	80%	-	92%	-	*	47%	77%	68%
	2016	81%	76%	**81%**	81%	80%	76%	-	88%	-	*	35%	79%	62%
Mathematics	2017	87%	83%	**86%**	69%	88%	90%	-	100%	-	83%	69%	86%	76%
	2016	86%	82%	**89%**	86%	90%	81%	-	94%	-	100%	61%	89%	85%
Science	2017	74%	67%	**79%**	72%	79%	85%	-	88%	-	*	47%	76%	65%
	2016	74%	68%	**77%**	76%	76%	86%	-	82%	-	*	47%	77%	66%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	62%	**67%**	62%	66%	64%	-	86%	-	*	30%	64%	40%
	2016	69%	66%	**69%**	57%	69%	78%	*	86%	*	100%	27%	69%	25%
Mathematics	2017	76%	62%	**71%**	62%	72%	67%	-	90%	-	*	56%	72%	67%
	2016	72%	72%	**79%**	77%	76%	91%	*	95%	*	100%	57%	77%	47%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Mathematics	2017	70%	70%	**96%**	100%	94%	100%	-	100%	-	*	*	94%	100%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**77%**	68%	77%	81%	-	92%	-	75%	49%	76%	63%
	2016	75%	72%	**79%**	75%	78%	83%	*	89%	*	92%	45%	78%	63%
Reading	2017	72%	67%	**73%**	64%	73%	74%	-	89%	-	67%	38%	71%	54%
	2016	73%	68%	**75%**	68%	75%	77%	*	87%	*	90%	31%	74%	50%
Mathematics	2017	79%	77%	**82%**	69%	82%	85%	-	98%	-	89%	62%	81%	73%
	2016	76%	76%	**84%**	81%	83%	86%	*	95%	*	100%	59%	83%	73%
Science	2017	79%	76%	**79%**	72%	79%	85%	-	88%	-	*	47%	76%	65%
	2016	79%	76%	**77%**	76%	76%	86%	-	82%	-	*	47%	77%	66%

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 643
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**32%**	26%	28%	44%	-	70%	-	*	26%	31%	16%
	2016	45%	39%	**31%**	18%	29%	46%	*	54%	*	60%	*	30%	*
Reading	2017	48%	41%	**38%**	32%	36%	44%	-	65%	-	*	26%	36%	21%
	2016	46%	38%	**38%**	27%	38%	44%	*	54%	*	60%	*	37%	11%
Mathematics	2017	48%	41%	**36%**	25%	33%	50%	-	73%	-	*	32%	35%	18%
	2016	43%	38%	**41%**	33%	37%	61%	*	76%	*	50%	14%	40%	9%
Science	2017	52%	47%	**43%**	44%	39%	50%	-	79%	-	*	28%	40%	25%
	2016	47%	43%	**35%**	22%	35%	37%	-	63%	-	*	*	36%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**15%**	12%	12%	22%	-	42%	-	*	5%	13%	6%
	2016	18%	14%	**14%**	10%	13%	21%	*	29%	*	24%	6%	14%	8%
Reading	2017	19%	14%	**17%**	13%	16%	21%	-	41%	-	*	*	15%	7%
	2016	17%	12%	**16%**	15%	15%	18%	*	29%	*	*	*	16%	*
Mathematics	2017	23%	17%	**11%**	7%	9%	15%	-	40%	-	*	*	10%	4%
	2016	19%	14%	**14%**	7%	12%	27%	*	34%	*	*	8%	13%	9%
Science	2017	19%	15%	**17%**	18%	13%	35%	-	44%	-	*	*	16%	*
	2016	16%	13%	**10%**	*	9%	*	-	*	-	*	*	10%	13%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**56%**	57%	53%	57%	-	69%	-	*	60%	55%	59%
	2016	62%	62%	**67%**	65%	66%	69%	*	76%	-	90%	61%	66%	67%
Reading	2017	59%	57%	**54%**	55%	53%	53%	-	63%	-	*	*	53%	56%
	2016	60%	61%	**57%**	54%	56%	64%	*	*	-	*	*	57%	58%

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 643
Grade Span: 05 - 06
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	59%	**57%**	59%	54%	62%	-	74%	-	*	69%	57%	63%
	2016	63%	63%	**77%**	75%	77%	74%	*	86%	-	*	77%	76%	75%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**14%**	12%	13%	21%	-	22%	-	*	14%	13%	14%
	2016	17%	16%	**17%**	18%	17%	13%	*	15%	-	30%	18%	16%	16%
Reading	2017	17%	16%	**16%**	13%	15%	24%	-	26%	-	*	*	15%	17%
	2016	16%	16%	**16%**	19%	16%	12%	*	*	-	*	*	16%	14%
Mathematics	2017	20%	16%	**12%**	11%	11%	18%	-	17%	-	*	22%	12%	11%
	2016	17%	15%	**17%**	16%	17%	14%	*	19%	-	*	34%	17%	19%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**27%**	26%	25%	*	-	71%	-	*	14%	24%	33%
	2016	35%	35%	**30%**	41%	28%	*	-	*	-	*	*	27%	27%
Mathematics	2017	43%	44%	**47%**	26%	50%	56%	-	71%	-	*	37%	45%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	65%	**68%**	57%	70%	65%	-	73%	-	*	*	65%	55%
Students Requiring Accelerated Instruction														
	2017	28%	35%	**32%**	43%	31%	35%	-	27%	-	*	87%	35%	45%
STAAR Cumulative Met Standard														
	2017	81%	75%	**78%**	65%	80%	80%	-	85%	-	*	26%	76%	66%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	74%	**80%**	59%	81%	90%	-	92%	-	*	55%	81%	69%
Students Requiring Accelerated Instruction														
	2017	19%	26%	**20%**	41%	19%	*	-	*	-	*	45%	19%	31%
STAAR Cumulative Met Standard														
	2017	87%	82%	**85%**	68%	87%	90%	-	96%	-	83%	61%	84%	73%

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 643
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**77%**	59%	-	59%	-	-	82%	-	82%	73%	62%	63%
	2016	75%	72%	**79%**	63%	-	63%	-	-	*	-	*	62%	63%	63%
Reading	2017	72%	67%	**73%**	48%	-	48%	-	-	73%	-	73%	68%	51%	54%
	2016	73%	68%	**75%**	51%	-	51%	-	-	*	-	*	47%	51%	50%
Mathematics	2017	79%	77%	**82%**	68%	-	68%	-	-	100%	-	100%	79%	71%	73%
	2016	76%	76%	**84%**	72%	-	72%	-	-	*	-	*	74%	73%	73%
Science	2017	79%	76%	**79%**	63%	-	63%	-	-	*	-	*	70%	63%	65%
	2016	79%	76%	**77%**	66%	-	66%	-	-	*	-	*	67%	65%	66%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**32%**	10%	-	10%	-	-	*	-	*	32%	13%	16%
	2016	45%	39%	**31%**	*	-	*	-	-	*	-	*	*	*	*
Reading	2017	48%	41%	**38%**	16%	-	16%	-	-	*	-	*	42%	17%	21%
	2016	46%	38%	**38%**	*	-	*	-	-	*	-	*	*	*	11%
Mathematics	2017	48%	41%	**36%**	13%	-	13%	-	-	*	-	*	32%	16%	18%
	2016	43%	38%	**41%**	*	-	*	-	-	*	-	*	*	*	9%
Science	2017	52%	47%	**43%**	16%	-	16%	-	-	*	-	*	*	22%	25%
	2016	47%	43%	**35%**	*	-	*	-	-	*	-	*	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**15%**	3%	-	3%	-	-	18%	-	18%	13%	5%	6%
	2016	18%	14%	**14%**	9%	-	9%	-	-	*	-	*	*	10%	8%
Reading	2017	19%	14%	**17%**	5%	-	5%	-	-	*	-	*	*	7%	7%
	2016	17%	12%	**16%**	*	-	*	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**11%**	*	-	*	-	-	*	-	*	*	*	4%
	2016	19%	14%	**14%**	10%	-	10%	-	-	*	-	*	*	11%	9%

District Name: PASADENA ISD
Campus Name: FRED ROBERTS MIDDLE
Campus Number: 101917147

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 643
Grade Span: 05 - 06
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Science	2017	19%	15%	**17%**	*	-	*	-	-	*	-	*	*	*	*
	2016	16%	13%	**10%**	15%	-	15%	-	-	*	-	*	*	16%	13%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**56%**	63%	-	63%	-	-	*	-	*	67%	64%	65%
	2016	62%	62%	**67%**	63%	-	63%	-	-	*	-	*	74%	64%	66%
Reading	2017	59%	57%	**54%**	55%	-	55%	-	-	*	-	*	*	56%	57%
	2016	60%	61%	**57%**	53%	-	53%	-	-	*	-	*	*	54%	55%
Mathematics	2017	64%	59%	**57%**	71%	-	71%	-	-	*	-	*	*	73%	73%
	2016	63%	63%	**77%**	73%	-	73%	-	-	*	-	*	*	73%	77%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**14%**	14%	-	14%	-	-	*	-	*	19%	14%	15%
	2016	17%	16%	**17%**	18%	-	18%	-	-	*	-	*	16%	18%	18%
Reading	2017	17%	16%	**16%**	18%	-	18%	-	-	*	-	*	*	17%	18%
	2016	16%	16%	**16%**	12%	-	12%	-	-	*	-	*	*	11%	12%
Mathematics	2017	20%	16%	**12%**	10%	-	10%	-	-	*	-	*	*	11%	12%
	2016	17%	15%	**17%**	25%	-	25%	-	-	*	-	*	*	25%	23%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**27%**	27%	-	27%	-	-	83%	-	83%	*	34%	33%
	2016	35%	35%	**30%**	27%	-	27%	-	-	*	-	*	*	28%	27%
Mathematics	2017	43%	44%	**47%**	44%	-	44%	-	-	*	-	*	*	47%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	-	98%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	90%	94%	91%	-	90%	-	100%	94%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	9%	5%	9%	-	0%	-	0%	3%	6%	4%
Other Exclusions	1%	2%	**1%**	1%	1%	0%	-	8%	-	0%	3%	1%	5%
Not Tested	1%	1%	**0%**	0%	0%	0%	-	2%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	1%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	1%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	79%	93%	90%	*	94%	40%	89%	89%	91%	85%
Not Included in Accountability													
Mobile	4%	4%	**8%**	20%	5%	8%	*	1%	60%	11%	9%	7%	7%
Other Exclusions	1%	1%	**2%**	1%	2%	2%	*	5%	0%	0%	2%	2%	8%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	94.9%	**96.3%**	94.7%	96.8%	94.2%	*	98.1%	*	95.0%	94.6%	96.4%	97.0%
2014-15	95.7%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	643	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	4.2%	4.2%
Kindergarten	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.6%	7.4%
Grade 2	0	0.0%	8.0%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	315	49.0%	7.2%	7.5%
Grade 6	328	51.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	93	14.5%	7.6%	12.6%
Hispanic	449	69.8%	82.7%	52.4%
White	38	5.9%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	50	7.8%	3.0%	4.2%
Pacific Islander	1	0.2%	0.1%	0.1%
Two or More Races	12	1.9%	0.7%	2.2%
Economically Disadvantaged	479	74.5%	77.8%	59.0%
Non-Educationally Disadvantaged	164	25.5%	22.2%	41.0%
English Language Learners (ELL)	136	21.2%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	1.1%	1.4%
At-Risk	349	54.3%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	76			
By Type of Primary Disability				
Students with Intellectual Disabilities	43	56.6%	47.0%	44.5%
Students with Physical Disabilities	*	*	16.5%	21.9%
Students with Autism	**	**	19.1%	12.5%
Students with Behavioral Disabilities	15	19.7%	16.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	89	13.0%	15.5%	16.2%
By Ethnicity:				
African American	35	5.1%		
Hispanic	43	6.3%		
White	8	1.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	0.1%		
Two or More Races	2	0.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.1%	1.8%	-	1.6%	7.7%
Grade 1	-	9.5%	3.8%	-	13.5%	6.8%
Grade 2	-	8.5%	2.4%	-	3.9%	3.1%
Grade 3	-	3.5%	1.6%	-	1.0%	1.2%
Grade 4	-	1.1%	0.8%	-	0.5%	0.7%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 6	0.0%	0.4%	0.6%	0.0%	0.0%	0.7%
Grade 7	-	0.7%	0.7%	-	0.2%	0.8%
Grade 8	-	0.1%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.3	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.9
Grade 3	-	18.3	19.0
Grade 4	-	18.7	19.0
Grade 5	18.4	18.9	20.9
Grade 6	18.0	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	67.2	100.0%	100.0%	100.0%
Professional Staff:	54.3	80.9%	60.0%	64.0%
Teachers	45.3	67.5%	47.3%	50.0%
Professional Support	6.0	8.9%	9.3%	10.0%
Campus Administration (School Leadership)	3.0	4.5%	2.4%	2.9%
Educational Aides:	12.9	19.1%	11.2%	9.6%
Total Minority Staff:	37.4	55.7%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	5.0	11.0%	9.4%	10.2%
Hispanic	14.0	30.9%	34.6%	26.6%
White	25.3	55.9%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	1.0	2.2%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	9.3	20.6%	23.8%	23.7%
Females	36.0	79.4%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	38.3	84.6%	78.0%	74.5%
Masters	7.0	15.4%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.4%	7.3%	7.8%
1-5 Years Experience	21.0	46.3%	35.5%	28.0%
6-10 Years Experience	8.3	18.3%	23.5%	20.9%
11-20 Years Experience	11.0	24.3%	23.9%	27.8%
Over 20 Years Experience	3.0	6.6%	9.9%	15.5%
Number of Students per Teacher	14.2	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.4	19.5
Average Years Experience of Principals with District	10.0	19.3	12.2
Average Years Experience of Assistant Principals	9.5	15.3	15.7
Average Years Experience of Assistant Principals with District	9.5	13.7	10.1
Average Years Experience of Teachers:	7.4	9.2	10.9
Average Years Experience of Teachers with District:	5.4	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,633	$52,776	$48,779
6-10 Years Experience	$52,708	$54,387	$51,184
11-20 Years Experience	$57,000	$54,825	$54,396
Over 20 Years Experience	$62,593	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,295	$54,351	$52,525
Professional Support	$62,074	$70,369	$61,728
Campus Administration (School Leadership)	$83,269	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	116	18.0%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	49	7.6%	5.0%	7.8%
Special Education	76	11.8%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	2.7	5.9%	2.3%	1.9%
Regular Education	31.3	68.9%	62.9%	72.8%
Special Education	11.4	25.1%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

2016-17 Texas Academic Performance Report

District Name: **PASADENA ISD**

Campus Name: **THOMAS HANCOCK EL**

Campus Number: **101917148**

2017 Accountability Rating: **Met Standard**

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District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 488
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	74%	**56%**	48%	60%	*	-	*	-	-	*	53%	53%
Mathematics	2017	78%	78%	**64%**	52%	70%	*	-	*	-	-	*	63%	76%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	69%	**76%**	70%	78%	-	-	*	-	*	*	75%	89%
Mathematics	2017	76%	76%	**73%**	67%	75%	-	-	*	-	*	*	72%	84%
Writing	2017	65%	66%	**65%**	71%	59%	-	-	*	-	*	*	63%	67%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**67%**	61%	68%	*	-	83%	-	*	36%	65%	74%
Reading	2017	72%	67%	**65%**	58%	69%	*	-	*	-	*	*	64%	72%
Mathematics	2017	79%	77%	**69%**	59%	72%	*	-	*	-	*	*	67%	81%
Writing	2017	67%	66%	**65%**	71%	59%	-	-	*	-	*	*	63%	67%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**23%**	24%	22%	*	-	*	-	*	*	21%	16%
Reading	2017	48%	41%	**33%**	38%	30%	*	-	*	-	*	*	32%	25%
Mathematics	2017	48%	41%	**26%**	24%	28%	*	-	*	-	*	*	23%	22%
Writing	2017	38%	33%	**32%**	38%	26%	-	-	*	-	*	*	31%	36%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**15%**	13%	15%	*	-	*	-	*	*	15%	16%

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 488
Grade Span: PK - 04
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Reading	2017	19%	14%	**20%**	18%	20%	*	-	*	-	*	*	19%	14%
Mathematics	2017	23%	17%	**14%**	13%	14%	*	-	*	-	*	*	14%	17%
Writing	2017	12%	8%	*	*	*	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**52%**	53%	54%	-	-	*	-	*	*	56%	71%
Reading	2017	59%	57%	**53%**	*	53%	-	-	*	-	*	*	57%	68%
Mathematics	2017	64%	59%	**50%**	*	55%	-	-	*	-	*	*	55%	74%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	**18%**	17%	20%	-	-	*	-	*	*	18%	32%
Reading	2017	17%	16%	**19%**	*	21%	-	-	*	-	*	*	18%	26%
Mathematics	2017	20%	16%	**17%**	*	18%	-	-	*	-	*	*	19%	37%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**44%**	*	60%	-	-	-	-	-	*	44%	*
Mathematics	2017	43%	44%	*	*	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 488
Grade Span: PK - 04
(Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**67%**	70%	-	70%	-	-	-	-	-	94%	70%	74%
Reading	2017	72%	67%	**65%**	67%	-	67%	-	-	-	-	-	100%	67%	72%
Mathematics	2017	79%	77%	**69%**	77%	-	77%	-	-	-	-	-	100%	77%	81%
Writing	2017	67%	66%	**65%**	64%	-	64%	-	-	-	-	-	*	64%	67%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**23%**	*	-	*	-	-	-	-	-	*	*	16%
Reading	2017	48%	41%	**33%**	23%	-	23%	-	-	-	-	-	*	23%	25%
Mathematics	2017	48%	41%	**26%**	19%	-	19%	-	-	-	-	-	*	19%	22%
Writing	2017	38%	33%	**32%**	*	-	*	-	-	-	-	-	*	*	36%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**15%**	16%	-	16%	-	-	-	-	-	*	16%	16%
Reading	2017	19%	14%	**20%**	*	-	*	-	-	-	-	-	*	*	14%
Mathematics	2017	23%	17%	**14%**	20%	-	20%	-	-	-	-	-	*	20%	17%
Writing	2017	12%	8%	*	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**52%**	71%	-	71%	-	-	-	-	-	*	71%	69%
Reading	2017	59%	57%	**53%**	*	-	*	-	-	-	-	-	*	*	67%
Mathematics	2017	64%	59%	**50%**	79%	-	79%	-	-	-	-	-	*	79%	72%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	**18%**	32%	-	32%	-	-	-	-	-	*	32%	33%
Reading	2017	17%	16%	**19%**	*	-	*	-	-	-	-	-	*	*	28%
Mathematics	2017	20%	16%	**17%**	36%	-	36%	-	-	-	-	-	*	36%	39%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**44%**	*	-	*	-	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	*	-	*	-	-	-	-	-	*	*	*

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 488
Grade Span: PK - 04
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**99%**	99%	99%	*	-	100%	-	*	100%	99%	99%
Included in Accountability	94%	94%	**86%**	82%	90%	*	-	67%	-	*	88%	86%	85%
Not Included in Accountability													
Mobile	4%	4%	**12%**	18%	8%	*	-	28%	-	*	12%	12%	11%
Other Exclusions	1%	2%	**1%**	0%	1%	*	-	6%	-	*	0%	1%	3%
Not Tested	1%	1%	**1%**	1%	1%	*	-	0%	-	*	0%	1%	1%
Absent	1%	1%	**1%**	1%	1%	*	-	0%	-	*	0%	1%	1%
Other	0%	0%	**0%**	0%	0%	*	-	0%	-	*	0%	0%	0%

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 488
Grade Span: PK - 04
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	488	100.0%	56,137	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	85	17.4%	4.2%	4.2%
Kindergarten	76	15.6%	6.5%	7.0%
Grade 1	88	18.0%	7.6%	7.4%
Grade 2	90	18.4%	8.0%	7.6%
Grade 3	80	16.4%	7.7%	7.7%
Grade 4	69	14.1%	7.7%	7.7%
Grade 5	0	0.0%	7.2%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.2%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	6.4%	6.2%
Ethnic Distribution:				
African American	151	30.9%	7.6%	12.6%
Hispanic	310	63.5%	82.7%	52.4%
White	6	1.2%	5.9%	28.1%
American Indian	0	0.0%	0.1%	0.4%
Asian	18	3.7%	3.0%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.6%	0.7%	2.2%
Economically Disadvantaged	413	84.6%	77.8%	59.0%
Non-Educationally Disadvantaged	75	15.4%	22.2%	41.0%
English Language Learners (ELL)	158	32.4%	30.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.1%	1.4%
At-Risk	240	49.2%	58.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	26			
By Type of Primary Disability				
Students with Intellectual Disabilities	5	19.2%	47.0%	44.5%
Students with Physical Disabilities	13	50.0%	16.5%	21.9%
Students with Autism	*	*	19.1%	12.5%
Students with Behavioral Disabilities	*	*	16.4%	19.9%
Students with Non-Categorical Early Childhood	*	*	1.0%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	0	0.0%	15.5%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.7	17.3	18.8
Grade 1	18.0	18.2	18.8
Grade 2	21.3	18.3	18.9
Grade 3	17.6	18.3	19.0
Grade 4	17.7	18.7	19.0
Grade 5	-	18.9	20.9
Grade 6	-	19.1	20.4
Secondary:			
English/Language Arts	-	12.1	16.8
Foreign Languages	-	14.1	18.7
Mathematics	-	12.6	18.0
Science	-	13.1	19.0
Social Studies	-	12.8	19.4

District Name: PASADENA ISD
Campus Name: THOMAS HANCOCK EL
Campus Number: 101917148

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 488
Grade Span: PK - 04
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	54.5	100.0%	100.0%	100.0%
Professional Staff:	41.7	76.6%	60.0%	64.0%
Teachers	31.3	57.4%	47.3%	50.0%
Professional Support	8.4	15.5%	9.3%	10.0%
Campus Administration (School Leadership)	2.0	3.7%	2.4%	2.9%
Educational Aides:	12.7	23.4%	11.2%	9.6%
Total Minority Staff:	38.6	70.8%	59.3%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	9.6%	9.4%	10.2%
Hispanic	15.1	48.3%	34.6%	26.6%
White	11.2	35.7%	51.8%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	2.0	6.4%	2.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	1.0	3.2%	23.8%	23.7%
Females	30.3	96.8%	76.2%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	25.3	80.8%	78.0%	74.5%
Masters	6.0	19.2%	20.0%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.4%	7.3%	7.8%
1-5 Years Experience	12.0	38.4%	35.5%	28.0%
6-10 Years Experience	6.1	19.5%	23.5%	20.9%
11-20 Years Experience	8.2	26.1%	23.9%	27.8%
Over 20 Years Experience	3.0	9.6%	9.9%	15.5%
Number of Students per Teacher	15.6	n/a	14.6	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	20.4	19.5
Average Years Experience of Principals with District	14.0	19.3	12.2
Average Years Experience of Assistant Principals	11.0	15.3	15.7
Average Years Experience of Assistant Principals with District	11.0	13.7	10.1
Average Years Experience of Teachers:	9.1	9.2	10.9
Average Years Experience of Teachers with District:	5.3	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,018	$50,819	$46,199
1-5 Years Experience	$52,851	$52,776	$48,779
6-10 Years Experience	$48,597	$54,387	$51,184
11-20 Years Experience	$50,326	$54,825	$54,396
Over 20 Years Experience	$62,785	$61,398	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,198	$54,351	$52,525
Professional Support	$63,971	$70,369	$61,728
Campus Administration (School Leadership)	$86,935	$89,472	$76,471
Instructional Staff Percent:	n/a	64.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	135	27.7%	28.2%	18.8%
Career & Technical Education	0	0.0%	19.9%	25.0%
Gifted & Talented Education	13	2.7%	5.0%	7.8%
Special Education	26	5.3%	9.4%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	8.8	28.2%	15.3%	6.0%
Career & Technical Education	0.0	0.0%	3.4%	4.5%
Compensatory Education	0.0	0.0%	0.0%	2.8%
Gifted & Talented Education	0.0	0.0%	2.3%	1.9%
Regular Education	21.9	69.9%	62.9%	72.8%
Special Education	0.6	1.9%	13.3%	8.6%
Other	0.0	0.0%	2.7%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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Glossary

October 2017

2016–17 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2017 Accountability Manual*, available at http://tea.texas.gov/2017accountabilitymanual.aspx.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 28, 2016* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 28, 2016* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

Any Subject

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for least one course in 2015–16}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA}}{\textbf{number of students in grades 11–12 who received credit for least one course in ELA in 2015–16}}$$

Mathematics

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics}}{\textbf{number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16}}$$

Science

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science}}{\textbf{number of students in grades 11–12 who received credit for least one course in science in 2015–16}}$$

Social Studies

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies}}{\textbf{number of students in grades 11–12 who received credit for least one course in social studies in 2015–16}}$$

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual.* *(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3*).

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the 2017 Accountability Manual. See also *Dropout and Leaver Record. (Source of data: PEIMS; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

$$\frac{\textbf{number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years}}{\textbf{Number of 2015–16 annual graduates}}$$

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

All Subjects

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11th and 12th grades}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in science}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in social studies}}{\textbf{total students enrolled in 11th and 12th grades}}$$

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

All Subjects

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual*. *(Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; and PEIMS; Record 101, Student – Demographic, Submission 1)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2015–16 school year considered as at risk}}{\textbf{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2015–16 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2015–16}}{\textbf{total number of days that students in grade 1–12 were in membership in 2015–16}}$$

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual*. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Auxiliary Staff *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 090

Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration*. Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration*. *(not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support*. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *Texas Education Data Standards,* available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: A group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort.

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT *		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for ELA in 2015–16}}{\textbf{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Both Subjects.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{both}} \textbf{ ELA \& mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{either}} \textbf{ ELA or mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with results in either subject to evaluate}}$$

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

College and Career Ready Graduates: The number of 2015–16 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2014–15 or 2015–16 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits during the 2015–16 school year (This includes the CTE Tech Prep Program)

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\textbf{number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year}}{\textbf{Number of 2015–16 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2012–13 to 2015–16 school years.

$$\frac{\textbf{number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years}}{\textbf{Number of 2015–16 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates.*

County District Number (CDN): Please see *District Number*.

County District Campus Number (CDCN): Please see *Campus Number*.

CTE-Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\textbf{number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits *}}{\textbf{number of 2015–16 annual graduates}}$$

* This includes the CTE Tech Prep Program.

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality *(not on campus profile)***:** The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2015–16 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 of the *2017 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from TSDS PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division*)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of

educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2017 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.

- *Average Years as Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all principal's coefficients.
- *Average Years as Assistant Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.
- *Average Years as Assistant Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

Foundation High School Program (FHSP): Please see *Graduation Plan.*

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in TSDS PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2015–16 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

Graduation Plan: The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-E}}{\textbf{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2015 and the Class of 2016. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\textbf{number of graduates during the 2014–15 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2017)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2015–16): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2015–16 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

International Baccalaureate (IB) Results: See *AP/IB Results.*

Leaver Record: The TSDS PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit

a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2015–16, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate).*

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2016 for the 2016 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(2) *Received GED:* For the 2016 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2014 cohort who dropped out and did not return by the fall of the2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see *Special Symbols* for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Mobility *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2015–16}}{\textbf{number of students who were in membership at any time during the 2015–16 school year}}$$

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2017 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Progress of Prior-Year Non-Proficient Students *(Percentage of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017}}{\textbf{number of matched students who did not reach the satisfactory standard in 2016}}$$

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2017 accountability subset;
- can be matched to the spring 2016 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan.*

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2015–16,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Nine values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score (All Subjects):* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4) *Average SAT Score (English Language Arts):* The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(5) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

$$\frac{\textbf{sum of total scores (mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(6) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(7) *Average ACT Score (English Language Arts):* The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite ELA scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(8) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite mathematics scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

(9) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite science scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submission 1)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2017 Accountability Manual*.

Snapshot Date: The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

Special Education Determination Status *(district TAPR only)*: The 2016–17 TAPR provides the 2016–17 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2016–17 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '**' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/masking.html.

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics, and writing

  - Grade 5 – reading, mathematics (1st and 2nd administration cumulative), and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics, and writing
  - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies

- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Approaches Grade Level Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the *2017 Accountability Manual* for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the STAAR content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the

student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2017 Accountability Manual*.

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education.* STAAR (with and without accommodations) and STAAR Alternate 2 results are included in all indices.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.
- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2017/masking.html. See STAAR Participation and Student Success Initiative. *(Source of data: TEA Student Assessment Division)*

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR (with and without accommodations), STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1–5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.

- Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
- Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
- Answer documents of STAAR Alternate 2 testers with a score code of N.

- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Source of data: TEA Student Assessment Division)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2017, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration*: The percentage of students who met Approaches Grade Level during the first administration. It is calculated as follows:

$$\frac{\textbf{number of students who met Approaches Grade Level in the first administration}}{\textbf{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students in the first administration}}$$

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\textbf{number of students who passed the test in either of the first two administrations}}{\textbf{cumulative number of students who took the test in either of the first two administrations}}$$

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, Information on prior-year non-proficient students is unavailable.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). *(Source of data: PEIMS; Record 163, Student – Special Education Program)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed

from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2016–17, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Program *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\textbf{number of 2015–16 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2015–16 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2016] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 28, 2016, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Turnover Rate for Teachers *(not on campus profile)***:** The percentage of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2016–17, divided by the total teacher FTE count for the fall of 2015–16. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

Information on the Internet: http://tea.texas.gov/accountability/

Advanced Academic Courses
2016–17 Texas Academic Performance Reports

- All courses shown were for the 2015–16 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

2015-2016 Actual Financial data

Totals for Pasadena ISD (101917)

Total Enrolled Students in Membership: 55,893

	District							St
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	
Receipts								
Total Revenue	479,098,363	100.00%	8,572	611,876,253	100.00%	10,947	58,796,907,294	10
Local Tax	125,037,488	26.10%	2,237	157,668,821	25.77%	2,821	26,455,661,555	4
Other Local and Intermediate	9,639,639	2.01%	172	21,811,911	3.56%	390	2,349,072,062	
State	333,472,340	69.60%	5,966	358,808,557	58.64%	6,420	24,001,676,516	4
Federal	10,948,896	2.29%	196	73,586,964	12.03%	1,317	5,990,497,161	1
Total Receipts	479,098,363	100.00%	8,572	611,876,253	100.00%	10,947	79,076,472,196	10
Total Revenue	479,098,363	100.00%	8,572	611,876,253	100.00%	10,947	58,796,907,294	10
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	
Total Other Resources	0	0.00%	0	0	0.00%	0	18,620,329,076	2
Fund Balances (for ISDs)								
Total Fund Balance**	102,792,620	21.46%	1,839	299,123,161	48.89%	5,352	31,967,587,564	5
Nonspendable Fund Balance	978,634	0.20%	18	978,634	0.16%	18	218,493,906	
Restricted Fund Balance	0	0.00%	0	192,862,436	31.52%	3,451	14,718,290,785	2
CommiĀed Fund Balance	21,600,000	4.51%	386	25,068,105	4.10%	449	3,375,181,653	
Assigned Fund Balance	16,620,980	3.47%	297	16,620,980	2.72%	297	2,279,728,046	
Unassigned Fund Balance	63,593,006	13.27%	1,138	63,593,006	10.39%	1,138	11,375,893,174	2
Disbursements								
Total Expenditures								
BY OBJECT	471,788,088	100.00%	8,441	641,723,922	100.00%	11,481	64,767,380,510	10
Payroll (Objects 6100)	414,244,307	87.80%	7,411	457,215,626	71.25%	8,180	38,907,642,648	6
Other Operang (Objects 6200-6400)	53,182,762	11.27%	952	88,366,753	13.77%	1,581	10,955,841,240	1
Debt Service (Objects 6500)	0	0.00%	0	56,095,905	8.74%	1,004	7,300,880,526	1
Capital Outlay (Objects 6600)	4,361,019	0.92%	78	40,045,638	6.24%	716	7,603,016,096	1
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	149,281	
Facilies Acquision & Construcon (81)	0		0	54,115		1	363,840,575	
Total Operang Expenditures	467,427,069	100.00%	8,363	545,528,264	100.00%	9,760	49,499,494,032	10
Instrucon` (11,95)	291,013,997	62.26%	5,207	321,665,181	58.96%	5,755	28,078,212,757	5
	6,819,782	1.46%	122	7,059,678	1.29%	126	596,968,139	

Instruconal` Res Media (12)								
Curriculum/Staff Develop (13)	7,592,963	1.62%	136	8,925,440	1.64%	160	1,079,964,071	
Instruconal Leadership (21)	5,973,915	1.28%	107	7,498,580	1.37%	134	756,662,275	
School Leadership (23)	35,765,135	7.65%	640	37,354,940	6.85%	668	2,871,203,149	
Guidance Counseling Svcs (31)	18,772,126	4.02%	336	23,679,862	4.34%	424	1,764,695,464	
Social Work Services (32)	291,978	0.06%	5	291,978	0.05%	5	131,529,766	
Health Services (33)	4,743,407	1.01%	85	4,877,546	0.89%	87	496,777,676	
Transportaon` (34)	15,393,944	3.29%	275	15,401,369	2.82%	276	1,406,946,577	
Food (35)	0	0.00%	0	32,429,249	5.94%	580	2,794,517,327	
Extracurricular (36)	7,616,453	1.63%	136	11,022,241	2.02%	197	1,452,331,030	
General Administraon (41,92)	11,625,262	2.49%	208	11,634,181	2.13%	208	1,545,042,287	
Plant Maint/Operaon (51)	50,026,427	10.70%	895	50,132,758	9.19%	897	4,902,348,081	
Security/Monitoring (52)	4,894,756	1.05%	88	4,902,094	0.90%	88	443,468,185	
Data Processing Services (53)	6,742,901	1.44%	121	8,342,869	1.53%	149	956,927,919	
Community Services (61)	154,023	0.03%	3	310,298	0.06%	6	221,899,329	
Total Disbursements	474,139,126	100.00%	8,483	644,385,489	100.00%	11,529	76,944,709,361	10
Total Expenditures	471,788,088	99.50%	8,441	641,723,922	99.59%	11,481	64,767,380,510	10
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	
Total Other Uses	1,189,016	0.25%	21	1,499,545	0.23%	27	9,922,469,353	1
Intergovernmental Charge	1,162,022	0.25%	21	1,162,022	0.18%	21	595,623,672	

Program Expenditur es

Operang Expenditur es - Program	378,398,974	100.00%	6,770	418,848,739	100.00%	7,494	36,778,299,808	10
Regular	235,436,676	62.22%	4,212	240,650,044	57.46%	4,306	22,101,503,025	6
Gifted and Talented	6,825,275	1.80%	122	6,875,607	1.64%	123	412,775,016	
Career and Technical	13,931,535	3.68%	249	14,825,790	3.54%	265	1,403,587,116	
Students with Disabilies	61,778,475	16.33%	1,105	70,507,890	16.83%	1,261	5,595,169,798	1
Accelerated Educaon	24,222,299	6.40%	433	47,635,524	11.37%	852	1,773,289,297	
Bilingual	8,374,429	2.21%	150	10,016,141	2.39%	179	836,638,263	
Nondisc Alt Ed-AEP Basic Serv	3,354,928	0.89%	60	3,354,928	0.80%	60	143,556,319	
Disc Alt Ed-DAEP Basic Serv	5,306,651	1.40%	95	5,306,651	1.27%	95	223,027,599	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,121,857	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,947,322,924	
Athlecs/R elated Acvies	5,275,911	1.39%	94	5,434,730	1.30%	97	970,746,104	
High School Allotment	5,506,323	1.46%	99	5,506,323	1.31%	99	446,570,319	
Prekindergarten	8,386,472	2.22%	150	8,735,111	2.09%	156	897,992,171	

District St

66.2%

Instruconal Expenditur e
Rao

Tax Rates

2015 (current tax year) Tax Rates		
Maintenance and Operaons	1.0700	1
Interest and Sinking Funds	0.2800	0
Total Tax Rate	1.3500	1

2014 Tax Year State Cerfied Pr operty Values

	Amount	Percent	Amount
Property Value	11,225,867,740	N/A	2,035,667,288,244
Property Value per pupil	200,846	N/A	404,762
Property Value by category:			
Business	5,942,147,239	48.06%	782,956,483,668
Residenal	6,035,164,603	48.81%	1,212,041,953,115
Land	241,849,964	1.96%	58,960,007,888
Oil and Gas	3,301,230	0.03%	158,021,121,792
Other	142,287,251	1.15%	12,102,856,856

Unassigned Fund Balance per centage of total budgeted expenditur es

2015-2016 School Districts' General Fund Unassigned Fund Balance***	63,593,006	11,332,627,827
2015-2016 School Districts' General Fund Total Budgeted Expenditures	467,670,720	42,855,266,369
2015-2016 School Districts' Percent of Total Budgeted Expenditures	13.6%	26.4%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

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Atkinson Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environment that meets the individual needs of each student.

Performance Objective 1: During the current school year,consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.	Considerable	Considerable	Accomplished
2) Implement the district scope and sequence for all courses in grades K to 4.	Accomplished	Accomplished	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	Considerable	Considerable	Accomplished
4) Integrate relevant literacy skills across all content areas	Accomplished	Accomplished	Accomplished
5) Implement gradual release model for lesson design and delivery.	Some Progress	Considerable	Considerable
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	Some Progress	Some Progress	Some Progress
7) Ensure that all science classes incorporate hands-on and laboratory activities in alignment with new state Science TEKS.	Some Progress	Some Progress	Some Progress
8) Use on-line databases, ebooks, books and other resources for specific TEKS.	Accomplished	Accomplished	Accomplished
9) Provide staff development on utilization of on-line databases and resources.	Considerable	Considerable	Accomplished
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	Considerable	Accomplished	Accomplished
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	Some Progress	Some Progress	Considerable
12) Provide instructional materials and implement research based strategies, such as The Big Eight, on a daily basis that promote a variety of learner engagement techniques.	Accomplished	Accomplished	Accomplished
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	Considerable	Considerable	Accomplished
14) Create and implement master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	Accomplished	Accomplished	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year,data disaggregation will drive the design of instruction and interventions as measured by a

5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	✓	✓	✓
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
6) Use data disaggregation to drive instruction.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year,provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher- level questioning/ thinking skills needed to increase rigor.	✓	✓	✓
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	◔	◔	✓
6) Establish and support campus and District PLCs.	✓	✓	✓
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: During the current school year,implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	✓	✓	✓
5) Provide staff development about reading strategies.	◔	◔	✓
6) Provide library books and online resources to support all learning styles.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 5: During the current school year,provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	✓	✓	✓
2) Promote G/T Summer Exploration Camp opportunities.	●	●	◔
3) G/T students will participate in the Texas Performance Standards Project.	◔	●	✓
4) Students will be clustered and instructed by G/T Certified teachers.	✓	✓	✓
5) Promote participation in the Duke Talent Search program in fourth grade.	●	●	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 6: During the current school year,100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus Intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	◔	◔	◔

2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS- based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transitional meetings to support ELL students as they move from 4th to 5th grade.			
7) Provide staff development opportunities which offers effective instructional strategies,materials, and activities for the at-risk learner.			
8) Provide intervention services through Extended day and Extended Year programs incorporating TEKS requirements based on current year student data.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: During the current school year,all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for teachers working with Spanish/ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: During the current school year,our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			

3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			✓
6) Utilize behavior specialists to provide intervention strategies and develop a Behavior Intervention Plan for students with chronic misbehavior.	✓	✓	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: During the current school year,coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives such as Health/Fitness Fair.			✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			✓
5) Provide Parent Education Opportunities for coordinated school health.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: During the current school year,the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓

5) Use district wide grade and/or content appropriate retest standards.	✓	✓	✓
6) Using an RTI model, students failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During the current school year,increase our campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	◔	✓	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	●	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During the current school year,our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission,Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.	✓	✓	✓
5) Campus will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1)use of data from progress monitoring,CBA's,etc. to make determinations regarding state assessment and ensure progress, 2) ensure ARD documents clearly delineates the need for STAAR Alt.2 (i.e. PLAFF's, IEPs, deliberations) and 3)utilizing district/state require STAAR Alternative Participation Requirements forms.	✓	✓	✓
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas behavior Support Initiative requirements.	✓	✓	✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	◔	◔	✓

10) Special Education teachers are included in training given in the area of dyslexia and related disorders.	✓	✓	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible to discuss an Accelerated Instructional Program of Instruction.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 13: During the current school year,student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (K-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: During the current school year,we will promote career and college exploration through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year,all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment,(K-4) as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year,students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/Career Week			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year,100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentoring and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 1: During the current school year,a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education on various topics.	✓	✓	✓
3) Implement Superintendent's Stay In School Project/District Attorney Partnership.	✓	✓	✓
4) Offer learning opportunities for parents of students with dyslexia and related disorders as well as instructional intervention.	✓	✓	✓
5) Provide parent opportunities regarding reading with children, online resources and eBooks.	✓	✓	✓
6) Provide instructional resources for parents on the campus website.	✓	✓	✓
7) Provide instructional resources for parents to utilize at home with their child.	✓	✓	✓
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies,Title1 information and TAPR data.	✓	✓	✓
9) Provide learning opportunities for parents to attend and observe technology applications	✓	✓	✓
10) Provide information that can be utilized with students and parents in the interpretation of test results.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year,community involvement will increase by 5% in expanding partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			✓
2) Promote student/parent/business involvement through volunteerism.			✓
3) Promote student service for students in school(Student Council,Student Helpers).	✓	✓	✓
4) Participate in See To Succeed program		✓	✓

5) Implement awards for exceptional service (Teacher of the year, New Teacher of the year,Volunteers etc.)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment,teach citizenship,and support the social,emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year,campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of the staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation,conflict resolution,bullying and Conscious Discipline training opportunities for students and staff under the direction of the Behavio Response Team (BRT). Bullying occurs when a student or a group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through electronic means, or physical conduct that occurs on school property,at a school-related activity, or in a vehicle operated by the District and that: has the effect of physically harming a student,damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating,threatening, or abusive educational environment for a student. Policy @ FFI (Local).			
4) Create campus safety crisis management plans,including safety drills.			
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs			
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
8) Implement an age appropriate and vertically aligned guidance curriculum.			
9) Provide staff development to teachers,administrators and support staff on the district dating violence policy,discrimination and harassment. See full policy at FFH Local			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet,manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management			
2) Establish protocols for safety procedures on field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism,civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols,examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Bailey Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each individual student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research-based strategies, and rigor and relevance standards to ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs			
2) Implement the district scope and sequences for all courses in grades PK-4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Implement research-based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedule that will provide common planning time for teams of teachers and promote time for PLC's.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5%

reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Analyze data during PLC's to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During 2016-2017, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During 2016-2017, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and high-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Continue to support campus PLC's.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2016-2017, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading (AR) instruction.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books, online resources, and leveled books to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During 2016-2017, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			
4) Cluster GT students with GT certified teachers.			
5) Continue GT Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During 2016-2017, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th grade to middle school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During 2016-2017, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
5) Implement Dual Language instruction to K-4.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 9: During 2016-2017, coordinated school health plans will be implemented to include activities to increase student, staff, and parent awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives such as: (a) Integration of technology websites promoting movement in classroom. (b) Continue community partnership involvement focused on health and fitness. (c) Continue school-wide emphasis on healthy living.			
2) Campus Health Advisory Committee (CHAC) will meet regularly to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
6) Integrate technology into physical education classes.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 10: During 2016-2017, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the required I-Station and AIMS Web assessments.			

2) Classrooms will be equipped with minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4), as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During 2016-2017, our campus will work collaboratively with the District Special Education Office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the District Special Education Office to ensure that initial evaluations, to determine special education eligibility, are completed within the required timelines.			
5) Follow district procedures regarding parental requests for a special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (a) using data from progress monitoring, CBA's, etc. to make determinations regarding state assessments and ensure progress, (b) ensure ARD document clearly delineates the need for STAAR-A / STAAR-Alt2 (i.e. PLAFF's, IEPS, deliberations) and (c) utilizing District/State required STAAR-A and STAAR-Alt2 Participation requirement forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide training and instructional materials for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in Least Restrictive Environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 1: During 2016-2017, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During 2016-2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide a mentor and staff development opportunities to new personnel.			
3) Provide Dual Language training opportunities for campus staff.			
4) Provide supplemental materials and supplies for Dual Language teachers.			
5) Expand leadership and mentoring opportunities for all staff.			
6) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, businesses, and community stakeholders.

Performance Objective 1: During 2016-2017, there will be continued implementation of parent involvement programs to increase collaborative partnerships and encourage parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Implement Superintendent's "Stay in School" project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Implement "Give Me 5" Parent Volunteer Partnership			
6) Provide parent workshops regarding reading with children, online resources, and eBooks.			
7) Provide educational resources for parents on Bailey website.			
8) Provide instructional resources for parents to utilize at home with their child.			
9) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
10) Provide opportunities for parents to attend computer classes.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2015-2016, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Student Council, Safety Patrol)			
4) Provide opportunities to share existing/proposed incentives and recognition.			

5) Implement district spotlight and/or awards for exceptional service.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for Conscious Discipline training.			
2) Teacher implementation of Conscious Discipline strategies			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			✓
4) Create Crisis Team		✓	✓
5) Provide training and implement effective strategies through PBIS (Safe & Civil Schools) to reduce inappropriate behavior.			✓
6) Provide Gang Awareness training and Character Education programs.			✓
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			✓
8) Provide staff development concerning abuse and reporting obligations			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During 2016-2017, increase the campus attendance rate to 98% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Beverly Hills Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2: Satisfactory and Final Recommended standards.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1) Integrate highly effective research based strategies across the content.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Planning, instruction and interventions based on student achievement needs.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During 2016-2017, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: By June 2017, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implementation of school-wide reading initiatives designed to increase reading skills of all students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During 2016-2017, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a variety of learning opportunities for gifted/talented and advanced placement students to meet unique needs and provide extended support.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Differentiated instruction for at-risk students to increase the skills necessary to perform at or above the state average on state assessments.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 7: During 2016-2017, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 8: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety

initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a safe and disciplined environment conducive to student learning and employee effectiveness.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 9: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 10: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will follow the Student Code of Conduct as developed and revised annually by the district.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 11: During 2016-2017 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 12: During 2016-2017, increase the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the district's attendance rate to 96% or above for all students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 13: By August, 2017, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will participate in weekly department meetings and Focus Meetings each grading period to align the curriculum, discuss and disaggregate the data for Special Education Students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 14: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment campus wide via the 1 to 1 initiative.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2016-2017, all high school students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide all 7th/8th grade students 24/7 access to a personal technology device,	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By August, 2017, the PISD Community School will provide flexible learning opportunities for students to increase graduation rates.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide GED classes at Community School through Harris County Dept. of Education.	✗	✗	✗

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During 2016-2017, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2016-2017, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselors will effectively meet the needs of all students as evidenced by a restructured schedule.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: By May 2017, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder).			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Hire and retain qualified teachers that fit the culture and climate of the campus.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2017, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parent education on various topics.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Increase community involvement during 2016-2017 by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide instructional resources for parents to utilize at home with their child at various parent informational nights.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2017 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Plan the master schedule/duties to allow counselors to utilize time spent with students to discusss academic, social and mental health needs.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Meet, manage, and respond to daily and emergent health care needs of our students and community through parent informational meetings discussing options and opportunities.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: By June 2017, district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Staff Trainings on Crisis Management			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide clubs/organizations such as Bear Co and NJHS to give students opportunities to foster patriotism, civic duty and global citizenship.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Utilize technological resources to streamline support services as evidenced by positive customer service responses.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Streamline support services as evidenced by positive customer service response.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, identify effective district operations and business processes to maximize efficiency as measured by customer service input.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identify effective district operations and business processes to maximize efficiency as measured by customer service input.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, increase community and district awareness of ancillary support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Bondy Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2017, the percentage of students with satisfactory academic performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average through the use of multisensory instructional strategies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will use manipulatives and linguistic supports to comprehend and improve math content knowledge.			
2) Utilize critical thinking verbs and Big 8 Strategies to create lessons that improve student achievement.			
3) Utilize cooperative learning and peer tutoring to keep students engaged in learning.			
4) Students will use interactive notebooks, Cornell notes, Strategic Notes, or One Note in Math, Science, Social Studies, and ELAR to reinforce visuals and organize learning related to content.			
5) All academic departments will create SMART Goals for Student Expectations covered each 6 weeks that will facilitate the success of a Long Term SMART Goal.			
6) Elective teachers will be given strategies for identifying and practicing STAAR readiness, supporting, and process standards in course work (ie - 12 powerful words, language objectives for ELL's, Rigor and Relevance, Writing Vocabulary, Writing prompt ideas by subject etc.)			
7) Additional teachers will gain ESL certification.			
8) Utilize an ESL aide to tutor ELL students struggling in core classes.			
9) Classroom teachers will obtain SIOP training to facilitate success with the ELL population.			
10) Classroom teachers will implement SDI strategies to facilitate the success of the Special Education population.			
11) Provide more ebooks for students to be able to access more reading materials on tablets.			
12) Use supplemental practice materials in reading and writing for ELL and SPED students. (ex. ESL Smart, Leveled Reading Kits, etc.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Using state and district aligned curriculum resources, the percentage of students with satisfactory academic performance on the 2017 Writing, Math, Reading, Science, and Social Studies STAAR Tests will be greater than the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide opportunities for students to increase knowledge of world events through the use of online news subscriptions and periodical magazine subscriptions.			
2) Provide timers for teachers to practice and mirror time-constraints on STAAR testing.			
3) Provide calculators, batteries, and chargers for state, district and campus mandated testing.			
4) Provide literature reflecting ethnic and gender interests, anti-bullying, anger control, biographies, social media responsibilities, and citizenship.			
5) Students will be responsible for reading and analyzing historical pieces in reading classes and Connect classes in order to make connections between history content and literature. (Civil War or Earlier American History)			
6) Provide up-to-date dictionaries/translators which include etymologies to aid special populations (ELL, SPED and PAP) opportunities to improve.			
7) Utilize the Star assessment, Istation, and Think Through Math to determine levels, strengths, weaknesses and growth for ELL, SPED, and Intervention students in Tier 2 and 3.			
8) Teachers will analyze student raw scores and scale score reports before school starts and continue throughout the school year.			
9) Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.			
10) Vertically align core curriculum between Middle School, Intermediate, and High School with emphasis on grade reporting.			
11) Utilize Flocabulary an online library of educational hip-hop songs and videos which is used in district created Blended Learning curriculum to foster a love of learning while fulfilling the rigorous reqirements of all SE's in all subjects.			
12) Utilize ESL Smart and Leveled Literacy Instruction Reading kits (Grant Award) to help ELL's speak, read, write, and understand English.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By the end of the 2016- 2017 school year, students will be provided more activities which promote real-life application.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Offer high school credit for Art, Speech, Spanish I and II, Algebra I, and Health to lessen the coursework required for students after entering high school.			
2) Incorporate PAP classes (Science, Math, History, English, Reading, Algebra) in to Master Schedule.			
3) Encourage student participation in Ecology Club which promotes awareness of recycling and restoration of the ecosystem.			

4) Students will participate in the district-wide competition, "Name That Book".			
5) Continue UIL competition, Pop Show, Year-Round Performances and Talent Show to provide opportunities of artistic expression and promote parental involvement.			
6) Participate in competitions in Speech, Art, Math Challenge, AR, and Pentathlon.			
7) Incorporate Coordinated School Health strategies for improving the overall health and well- being of students.			
8) Broadcast school news, school events, and pictures to promote campus culture.			
9) Provide students with real-life experiences through participation in academic field trips.			
10) Gifted and Talented students are placed in at least one Advanced Placement and are required to create a cross-curricular project as part of the program requirements.			
11) Schedule multiple field trips for the Gifted and Talented and Connect students which will correlate with their unit of study.			
12) Provide field trips to college campuses for students in AVID.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Use research based programs and strategies, and accommodating learning environments to increase the number of students performing satisfactorily on the 2017 STAAR Tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Manipulate daily schedule on STAAR testing days and district testing days for optimal test situations for all learners.			✓
2) Provide remediation math classes for students who did not perform satisfactorily on the Math STAAR Priority is given to ELL students.	✓	✓	✓
3) Provide Patriot Read, a reading remediation class, so students may receive small group instruction customized to their independent reading levels. Priority is given to ELL students. Teacher uses Project Read and the LLI kit.	✓	✓	✓
4) Maintain a garden to be used by the SUCCESS class, Science class, and Ecology Club.			✓
5) Provide supplies needed to enhance and ensure effective learning environments and testing environments for all learners.			✓
6) Use the outdoor classroom in Nature Center.			✓
7) Create a Real Time Intervention schedule (Opportunity Time) for students who are struggling academically (Safeguard student focus) and for students in Tier II-III Intervention.			✓
8) Train administrators and teachers on the use and effectiveness of PLC's. (Solution Tree)			✓
9) Train administrators and teachers on RTI (Mike Mattos) strategies.			✓
10) Real-Time Intervention is offered each period for any student struggling.	✓	✓	✓
11) Use the researched-based program -Istation- to aid in the identification of students (school-wide including SPED and LEP) who are reading below grade level so that teachers can provide the appropriate interventions.			✓
12) Use the researched-based program -Think Through Math- to aid in the identification of math levels of Tier 2, and 3 students, special education students, and LEP students so that teachers can provide the appropriate interventions.			✓
13) Create a Real Time Intervention schedule (Opportunity Time) for targeted students to provide enrichment toward a goal of raising percentage of students scoring Advanced on STAAR tests.	✓	✓	✓
14) Students in Tier 2 and 3 Intervention will use the Think Through Math and Istation programs, which are recommended by the commissioner of education as appropriate tools for assessing and remediating students' deficencies. Students will use the program during Opportunity Time and classroom time.			✓
15) Teachers and students will use the addition of the new LGI, Large Group Instruction area, to combine classes for team teaching, group work, hands-on opportunities within lessons, guest speakers, parent meetings, staff development, PLCs, and/or when the need for flexible scheduling is warranted.			✓

16) Implementation of year 1 of Personalized Learning: PISD Connect.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 2: Implement research based programs and strategies in various accommodating time schedules to increase the number of students performing satisfactorily on the 2017 STAAR tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Schedule end of year celebration (Bondy Bash) to motivate students to prepare for success.	◔	◔	✓
2) Provide Science and Reading remediation during Saturday Camp focusing specifically on content vocabulary and target SE's.	○	○	✓
3) The Title 1 Aide will follow a rotation schedule to provide support to At Risk students based on student/teacher needs.	✓	✓	✓
4) Provide time for power reading, D.E.A.R. time in OT (Opportunity Time) and in reading classes.	◕	◕	✓
5) Teachers will work in Extended Day Program year round (after school and Saturdays)to tutor struggling students in the core subject areas and to prepare them for STAAR testing.	◔	◕	✓
6) During morning tutorials, Algebra students will provide peer tutoring for lower level math students who are having difficulty in Math.	◕	◕	✓
7) Schedule tutorials after school specifically for ESL and SPED students to target weaknesses in all core subjects.	◔	✓	✓
8) Weekly failure checks will be monitored for the purpose of notifying teachers of ELL and SPED students who are currently failing a core subject. The ESL aide will sweep the hallways and bring to the core teachers these students to morning tutorials.	◕	◕	✓
9) A 7 period day was created which allows for an intervention period every period (Opportunity Time) so students may receive tutorials and mentor time within the school day. It also enables students to have more electives if intervention is not needed.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 3: By June 2017, the percentage of students identified as Special Education students who achieved satisfactory academic performance on the STAAR Math, Reading, Science, and Social Studies tests will be equal to or greater than the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.	◕	◕	✓
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	◕	◕	✓

3) Campus will follow district procedures regarding parental request for special education evaluation.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Accommodations, STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR A a STAAR Alternative Participation Requirement Forms.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			
8) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
9) Special Education teachers and aides and all principals will will become CPI (Crisis Prevention) certified and maintain that certification each year employed at Bondy Intermediate.			
10) Special Education teachers and aides will provide a schedule of morning tutorials using an academic subject roation for Special Education students to get small group tutorials and remediation.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Analyze state and district test data to individualize learning for specific monitor groups to increase the number of students performing satisfactorily on the 2017 STAAR tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create Monitor Groups for Special Education students and ESL students in Aware and Gradespeed,analyze weaknesses and set up content specific tutorial sessions. (SG: all subjects; ELL, SpEd)			
2) Teachers will write and post content and language objectives that follow the district scope and sequence. The language objective shall in clude a BIG 8 strategy. (SG: ELL)			
3) Utilize Lead 4ward data and data heat maps to ensure instructional and assessment practices are aligned to TEKS and student needs for STAAR preparation. (SG: all subjects; ELL, SpEd)			
4) Provide reading intervention for Tier 3 struggling readers and students diagnosed with dyslexia.			
5) Campus will work collaboratively with district Special Programs Department to identify struggling ELL/ LEP students on the failure report provided at 3 week and 6 week grading periods to have discussions with teachers about how they are using linguistic accommodations to provide timely and effective interventions. (ELL) (SG: all subjects; ELL, SpEd)			

6) Computer games and manipulatives will provide additional practice for Resource Reading and Math students and will help motivate students to improve skills and increase content knowledge.			
7) Continue Intervention Teams in each grade level to identify and prescribe services for At Risk students.			✓
8) Continue student aides to foster positive interaction between regular education students and SUCCESS students.			✓
9) Teachers will create and incorporate campus guidelines for CHAMPS and PBIS.			✓
10) Incorporate manipulatives, teaching resources, and computer games/programs in the Dyslexia Program to strengthen skills.			
11) Provide an additional aide to shadow LEP students (Level 1 and 2) in ESL ELAR class and in regular core classes.(SG: all subjects; ELL, SpEd)		✓	✓
12) Use Title 1 Aide to provide inclusion support and small group tutorials for At-Risk students in all content areas. (LEP, SPED, Eco Dis)			✓
13) Administer Istation Diagnostic to all students to identify Tier 2 and Tier 3 Intervention students.			✓
14) Teachers will utilize STAAR formatted tests, CBAs, Common Assessments, and LTF Diagnostics throughout the year to monitor in eduphoria and chart student achievement.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By the end of the 2016-2017 school year, students will be provided more motivational and prepatory activities for transition into new educational settings.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Eighth grade students will be advised by high school counselors and participate in a one-day camp at the feeder high school.			
2) Sixth grade students from the feeder middle schools will be advised by Bondy Administrators and they will participate in a one-day camp during a regular school day to prepare them for the transition to Intermediate school.			
3) Principal and staff will continue vertical planning with feeder schools. This includes luncheons and staff development.			
4) 8th grade students will visit CTHS in the Fall 2016 to help them determine their high school path before registration in the spring.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By the end of the 2016-2017 school year, students will be provided more motivational and preparatory activities for college and career exploration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide college week activities to expose students to information about attending colleges.			
2) Faculty, staff and students will show support for colleges and universities on Thursdays by wearing a college shirt.			
3) College flags/banners will be purchased and displayed in common areas to promote college exploration and interest.			
4) Schedule annual Career Day to inform students of career options.			
5) Teachers and staff will display college banners outside the classroom door or in a visible area in the school which advertises the college he/she attended.			
6) An AVID college prep class will be offered to 7th and 8th graders which focuses on skills needed to be successful in college.			
7) Students in AVID will be exposed to different college campuses during field trips.			
8) Teachers will be trained in AVID strategies which prepare students for PreAP, AP and college courses.			
9) 7th grade students will take The Kuder Career Needs Assessment (KCNA) to determine what they need in their career and educational development.			

10) 8th grade students will participate in the PSAT to begin to identify strengths and weaknesses to prepare for the SAT in high school.	✓	✓	✓
11) The implementation of a new elective, Career Explorations, will expose students to career options and allow students time to choose appropriate high school courses in order to stay on a long term track/plan for high school, college and career.	◔	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2017, teachers will be provided more opportunities to build peer relationships.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Celebrate teacher dedication to student success at Faculty Meetings, luncheons, and breakfasts.			
2) Teachers will partake in various activities during and after school to bring the staff together.			
3) Faculty and staff will vote on a Teacher of the Year to be entered in to the district competition. The nominated teacher will be interviewed and a narrative will be written about his/her life in education and accomplishments.			
4) Faculty and staff will celebrate the successes of their peers by nominating teachers who have been "Caught Doing Something Good".			
5) Teachers and staff members will participate in "Bondy Bowl" to interact and compete with their peers in order to promote team building .			
6) Teachers and staff will be recognized on their birthday with a surprise special arrival of "Birthday Cart" goodies.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, 100% of new teachers will receive induction support.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) New teachers will receive 6 week check-ins and training in administrative technology areas: Mizuni, Gradespeed, Eduphoria, and Chancery.			
2) New teachers will receive a mentor to provide support and assistance as needed.			
3) New teachers will participate in New Teacher Orientation (#BondyProudAcademy) which will provide information on school policies and procedures.			
4) Administration will attend job fairs, recruit from out-of-state and utilize Human Resources to find highly qualified teachers to fill vacant positions.			
5) New teachers will be trained in Effective Teaching Practices through PISD professional development class offerings.			

6) All (new and veteran)teachers will be required to take part in professional development in the following areas: 1. Ferpa 2. Child Abuse reporting 3. Bullying 4. Sexual Harrassment 5. Annual Health Services Update 6. T-Tess Orientation 7. Ethics and Confidentiality 8. Suicide Prevention	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: By June 2017, 100% of professional staff will participate in regular campus and district staff development sessions based on target audience.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue the position of Technology Liaison(s) to train teachers on latest technology hardware and programs. Four individuals will take this title.			✓
2) Provide staff development in areas of classroom management, Inclusion/Special Education, mentoring, self-directed learning cycle, PBIS, SDI strategies, RTI strategies, AVID strategies, and 7 Steps training.			✓
3) Continue using Academic Language Acquisition Strategies.			✓
4) Encourage core content teachers to participate in SIOP training and ESL Academy.			✓
5) Campus will work collaboratively with district Special Education Specialists to receive training on the ARD process and how to interpret and implement IEP's.			✓
6) Teachers participate in an online course which provides information regarding awareness of "Sexual Harassment".	✓	✓	✓
7) Peer Facilitators will assist teachers with generating STAAR reports and CBA data from AWARE, tutor and monitor ESL and intervention students, provide staff development to teachers, provide opportunities to build relationships with parents and community members, coach teachers BIG 8 teaching practices and classroom management.			✓
8) Peer Facilitators will provide support to staff members in the areas of Math, Science, ELAR, and Social Studies. Peer Facilitators will attend weekly PLC meetings, provide staff development, provide ideas on instructional and discipline techniques and suggestions for resources. Peer facilitators will also help teachers maintain school-wide focus and district curriculum guidelines.			✓
9) Peer Facilitators will provide training on writing language objectives.	✓	✓	✓
10) Peer Facilitators will utilize Instructional Coaching strategies and principles to assist teachers with instruction, discipline, and other areas as needed.			✓
11) Peer Facilitators and administrators will participate in weekly Professional Learning Community (PLC) to discuss school-wide relationship focus, instructional needs, and district mandates and initiatives.			✓

12) Teachers will participate in PLCs twice weekly to discuss relationship focus, instructional objectives, analyze data, and plan using district scope and sequence.			
13) Recognize and honor "Teacher of the Year" and all teachers during Teacher Appreciation Week to promote a positive working environment.			
14) Teachers will attend conferences to receive instruction on best teaching practices, differentiated learning, and technology advancements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2017, increase the number of academic and family services to parents in English and Spanish.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information in English and Spanish on how to create an account in Parent Connect so parents may have updated information regarding grades and attendance.	✓	✓	✓
2) Provide information to parents with a monthly newsletter (Patriot Press), calendar of events, phone calls in English and Spanish, campus Facebook page, Instagram account, Remind, and the school marquee.	◔	◔	✓
3) Host Parent Meetings in the evenings to inform parents of End of Course Exams, Student Parent Teacher Compacts, Title 1 School Components, and U.I.L. guidelines, student achievement, parental support, etc. Provide English and Spanish options.	◔	◔	✓
4) Display/advertise school events, news, holidays, and pictures on digital School Marquee and via social media.	◔	◔	✓
5) Host an Open House or Meet the Teacher Night and general meeting (English and Spanish) annually for parents to meet teachers, counselors, and administrators and tour the school.	✓	✓	✓
6) Schedule a "Parent Night at the Book Fair" inviting parents and students to come and shop in the evening.	◔	✓	✓
7) Provide school supply assistance and community services to homeless and migrant students to ensure success.	◔	✓	✓
8) Schedule Bondy Patriot Camp/Orientation annually for incoming 7th graders which provides information on schedules, dress code, transportation, and first day procedures.	✓	✓	✓
9) Coordinate counseling support and references to help students and parents deal with grief/loss, anger, self esteem, pregnancy and other personal issues as needed.	◔	◔	✓
10) Create opportunities for parents and teachers to help students achieve individualized Accelerated Reader goals.	◔	◔	✓
11) Schedule school assemblies for parents and students to inform/recognize signs of depression, bullying, gang violence, internet and sexual predators, and social networks.	○	◔	◔
12) Notify parents via phone each time their child is absent. Utilize district created Parent/Student Attendance Contract to determine needs of students who have long term absences.	◔	◔	✓
13) Utilize the School Messenger System to send automated messages to parents in English and Spanish.	◔	◔	✓
14) Administer proper dyslexia screening to those students suspected of having reading difficulties in this area. Foster parent involvement through parent meetings aimed at helping parents support identified children.	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: Increase meaningful opportunities for which parents are notified of student successes and achievements which creates a postive rapport and facilitates team collaboration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Offer academic and behavior incentive opportunities throughout the year and notify parents of the achievement.			
2) Offer intramural activities for students not involved in any athletic programs.			
3) Recognize Student of the Month and parents meeting and luncheon.			
4) Create a network of parents to use as volunteers for field trips, U.I.L competitions, Pop Shows, talent shows, and year round performances. Parents provided this information on the Parent Survey for 2016-2017.			
5) Schedule the annual Spelling Bee for classroom finalists and invite parents to watch competition.			
6) Promote student participation in art contests - area Art Contests, Fire Prevention, and Rodeo Art.			
7) Implement the "100 Club" and other school-wide rewards which recognize and reward outstanding behavior and citizenship.			
8) Reward individual achievement by recognizing students in a formal Awards Ceremony at the end of each year which honors academic achievement in all content areas and extracurricular areas as well.			
9) Reward individual student achievement by recognizing and naming "Students of the Month". Parents and other family members of winners are invited to a special luncheon each month to recognize the effort and achievement of these students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Increase meaningful opportunities for parents to have a significant and profound voice in their child's learning community.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create flexible ARD and Intervention schedule to involve parents and teachers in decision-making process.			
2) Parents will assist in overall plans for campus improvement through their involvement/participation in the Site Based Decision Making process.			
3) Parents will be given the opportunity to attend meetings to help plan and schedule fundraisers for the 8th grade Prom at the end of the year.			
4) Parents will be encouraged to complete an end of year and beginning of year Parent Needs Assessment survey which will be analyzed to shape future policies and procedures.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Maintain or increase school partnerships with area businesses and community leaders.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide opportunity for area college students to complete observation hours required and student teaching assignments.			
2) Principal is a member of the WorkPlace Network which provides discounts and coupons for staff donated by area businesses.			
3) Promote relationships and team building between teachers and staff.			
4) Promote relationships between school and community businesses by hosting Bondy Days at area restaurants with percentage of profit being donated back to school.			
5) Solicit prizes and donations from area businesses to use at Parent Meetings which should increase parent involvement.			
6) Schedule prominent business leaders to speak to parents and students at award ceremonies.			
7) Schedule an assembly and reception every year honoring veterans on Veterans Day.			
8) Promote Red Ribbon Week by encouraging students to choose a life style free from alcohol, tobacco, and drugs sponsored by Houston Drug Prevention and Prevention.			
9) Students will participate in "Pennies for a Cure" to raise money for Cancer research.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Increase the number of teachers who supplement their lessons with appropriate technology to produce projects and/or provide remediation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide refresher training for teachers in Mizuni, Gradespeed, Eduphoria and other district applications and explicit training to new employees.			
2) Provide technology training on free teacher web resources and district purchased computer programs/software, Istation, Think Through Math, One Note, NewsELA, AVID Weekly etc.			
3) Provide opportunities for staff development in technology to promote and encourage use of Kindles and tablets.			
4) Use Istation and Think Through Math to assist in remediation of content skills necessary for grade recovery, credit recovery, and for mastery of the STAAR tests.			
5) Continue using web-based Accelerated Reader program.			
6) Increase project based technology integration in lessons .			
7) Upgrade computers and other technology in all classrooms to provide students and teachers with the most current and innovative devices for 21st century learners.			
8) Provide the opportunity for each student and teacher to have a personal tablet that is utilized on school as well as homework assignments.			
9) Provide an on-campus tech position for servicing student tablets.			
10) Tech Liaisons will teach and inform teachers of the available technology resources to be utilized in curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Burnett Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2: Satisfactory and Final Recommended standards.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff with the training and materials necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
10) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
11) Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
12) Develop and provide research based instructional strategies and staff development plan for technology integration.			
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
7) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During 2016-2017, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: By June 2017, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of

students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Continue and maximize the campus use of Accelerated Reading Instruction.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			✓
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.	✓		✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During 2016-2017, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) GT students will participate in Texas Performance Standards Project.			✓
4) Students will be clustered and instructed by G/T Certified teachers.	✓	✓	✓
5) Promote participation in the Duke Talent Search program in 4th grade.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Intervention Assistance Team (IAT) will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional support to parents of at risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During 2016-2017, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence in all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intervention Plans for students with chronic disruptive behaviors.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Design campus calendar and master schedules to allow for campus based coordinated school health programs and activities.			
6) Provide parent education opportunities for coordinated school health.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During 2016-2017 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: During 2016-2017, increase the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: By August, 2017, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 14: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the computer based assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2016-2017, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By May 2017, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Lesson plans in Eduphoria, Walkthroughs			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2017, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			
6) Provide educational resources for parents on the website.			
7) Provide instructional resources for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
9) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
10) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.			
11) Provide parents with information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Increase community involvement during 2016-2017 by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			

3) Promote service organizations for students in school (Student Council, Safety Patrol etc.)			
4) Participate in the "See to Succeed" program.			
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc).			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in Behavior Management.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures for field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June 2017, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Bush Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During 2016-2017, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Facilitating training on understanding and interpreting test data in order to identify students at-risk of academic failure.			
2) Keep parents informed of student progress through report cards and progress reports at 3 weeks intervals.			
3) Provide staff development to increase best teaching practices to meet at-risk student needs.			
4) Review standardized test scores, school records, discipline records, etc. to identify the needs of at-risk students.			
5) Utilize the Intervention Assistance Team to identify students in need of academic, behavioral, and/or emotional intervention.			
6) Utilize Waterford and Istation programs to identify and prescribe reading growth for identified students.			
7) Monitor Migrant Student data and provide assistance where needed.			
8) Provide a framework to assist teachers in implementing instruction that will include prerequisite skills and enrichment activities for students at various levels of development in a gradual release model.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, maintain the campus attendance rate at 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will report absences and tardies on the GradeSpeed system.			
2) Teachers will make a call home anytime a student accumulates 2 or more consecutive absences.			
3) Staff will present special awards to perfect attendance each nine week period.			
4) District truancy policies will be implemented for excessive absences and tardies.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During 2016-2017, the alignment of the curriculum TEKS, and STAAR reporting categories will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Offer tutorials to students with grades below 75 as well as those who have not mastered STAAR standards.			
2) Recommend low-performing students for intervention through a data driven process.			
3) Provide tutorials for students identified through the intervention team.			
4) Offer small group tutoring to struggling students.			
5) Review teachers' lesson plans to check for TEKS correlation, integration, implementation of timelines, and use of high yield strategies.			
6) Provide targeted reading instruction through the balanced literacy framework.			
7) Plan T-TESS activities to increase rigor and relevance of instruction.			
8) Follow District and state guidelines for Response to Intervention to meet the needs of academically struggling students.			
9) Meet with parents about the Response to Intervention Process and how the parent(s) can assist at home.			
10) Review data and plan according to the results for targeted instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During 2016-2017, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase integration of technology into the curriculum.			
2) Participate in grade level instructional meetings, partner teacher groups, and curriculum expert meetings.			
3) Create expert groups for purposes of vertical and horizontal curriculum alignment and data disaggregation.			

4) Utilize the Coaching Institute through opportunities for peer coaching.			
5) Facilitate opportunities for academic book studies among teachers.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: During 2016-2017, provide school-wide academic support with federally funded compensatory programs and materials to accelerate learning for students who are having difficulties achieving grade level curriculum successfully.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parent education on Title 1 procedures			
2) Provide small group instruction for students who are not successfully mastering the TEKS/STAAR standards.			
3) Provide tutoring for accelerated reading strategies for identified students.			
4) Provide Peer Coaching and Literacy Coaching to improve teaching practices in classrooms.			
5) Monitor and assess data of migrant, homeless and at-risk students. Use the data to institute specific instructional strategies that directly correlate to the needs of the students.			
6) Provide all staff with the training necessary to implement differentiated instructional strategies such as small group instruction and cooperative learning.			
7) Monitor and assess data of special education students. Use the data to institute specific instructional strategies that directly correlate to the needs of the students. Submit data to TAIS coordinator.			
8) Provide small group instruction for special education students who are not successfully mastering the TEKS/STAAR standards.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: During 2016-2017, provide an array of learning opportunities geared for gifted and talented students to meet their unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide weekly opportunities for students identified as Gifted and Talented to participate in a research-based, pull-out instructional program.			
2) Implementation of differentiated research-based instructional strategies for Gifted and Talented students within their classroom.			

3) Systematically monitor each teacher certification and training to establish clearly defined student referral guidelines for the identification of Gifted and Talented students.			
4) Provide a variety of learning experiences for gifted students.			
5) Provide Gifted and Talented certified teachers with district-wide and campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards for Gifted and Talented students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: During 2016-2017, ELL students will receive services according to the LPAC specifications in efforts to address the diverse needs of our community.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Determine correct placement for students that qualify for bilingual or ESL services.			
2) Provide content-based ESL instruction to ELL students that develops academic language.			
3) Ensure that students in the Transitional Bilingual program will acquire and develop the English language by following the bilingual continuum accross grade levels as mandated by the District			
4) Evaluate bilingual students to determine language of testing as documentation for mid-year LPAC			
5) Train teachers and staff on LPAC, IDEA, TELPAS, ELL strategies, stages of language acquisition, etc.			
6) Hold end-of-year LPAC to determine placement and ESL level for ELL students.			
7) Encourage all teachers to become ESL certified.			
8) Provide LPAC parent representative with training and updates yearly.			
9) Align curriculum to state TEKS both horizontally and vertically across grade levels.			
10) Implement Balanced Literacy program to individualize instruction to meet the needs of all students.			
11) Provide small group instruction for students who are not successfully mastering the TEKS/STAAR standards.			
12) Provide tutoring for accelerated instruction for identified students.			
13) Provide Peer Coaching and Literacy Coaching to improve teaching practices in the classrooms.			
14) Conduct parent and community surveys.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: During 2016-2017, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are meet including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identify and characterize the needs of exceptional children.			
2) Assess early intervention processes.			
3) Review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
4) Evaluate the impact of current services on students' needs.			
5) Educate parents on strategies to help support their child's continued education, both academic and behavioral.			
6) Provide quality staff development for teachers that service special education students.			
7) Train teachers on implementing Accommodations and Modifications in the classroom to meet the needs of all students.			
8) Implement Project Read curriculum strategies during inclusion/resource classes.			
9) Provide inclusion support for identified students.			
10) Provide dyslexia intervention services for students who qualify.			
11) Review student data to determine appropriate assessments.			
12) Review results of student assessments to determine the need for Accelerated Instruction/ Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During 2016-2017, all students participating in the Dual Language Program will develop high levels of proficiency in both languages, English and Spanish as measured by an increased achievement at or above grade level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use research-based instructional strategies (RBIS) to train DL teachers.			
2) Ensure that students in the Dual Language program will develop and maintain their native language as they acquire English/Spanish.			
3) Conduct scheduled parent conferences about the DL students' progress.			

4) Implement Balanced Literacy strategies in the DL classrooms for individualized instruction in language acquisition.			
5) Work collaboratively with district-level administrators to ensure a quality transition through high school graduation.			
6) Execute a DL end-of-year program for existing DL students.			
7) Identify and recruit students to apply for the Dual Language program at the Kindergarten level for the 2016-2017 year.			
8) Conduct ongoing staff development for Dual Language teachers.			
9) Hold end-of-year LPAC to determine placement and ESL/SSL level for students in the Dual Language Program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During 2016-2017, our campus will ensure that all legal requirements are met so that every student will have access to full curriculum and facilities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will follow district policy to ensure students with disabilities have access to facilities.			
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
3) Campus will follow district policy regarding parental request for special education evaluation.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessments and ensure progress, (2) ensure ARD Document clearly delineates the need for assessment data and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms.			
5) Data will be collected and analyzed to determine smooth transition from early childhood programs.			
6) Campus has reviewed the previous year state assessment scores for each student with a disability. If the students did NOT performed satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction and recorded with TAIS coordinator.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Make instructional decisions based on the item analysis and quintiles performed by the AWARE program.			
2) Facilitate sessions to study STAAR blueprints, information booklets, and all other information provided by TEA to ensure every child passes STAAR/Standardized testing.			
3) Monitor and provide data driven support for reteaching, creative scheduling, small group instruction, and tutoring.			
4) Provide coaching for teachers to implement small group instruction based on data results.			
5) Utilize ongoing target tests, bundle assessments, and CBA results to drive instruction and to ensure student growth.			
6) Provide staff development on the use of data disaggregation to plan classroom instruction.			
7) Provide staff development on the use/implementation of common assessments.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Guided Reading and leveled books in small group to target individualized instruction for students.			
2) Use WRAP assessment and/or Rigby PM assessment to determine all students' reading levels			
3) Utilize reading programs and materials such as Waterford, Istations, leveled texts, reading styles, Leveled Literacy Intervention, and Estrellita.			
4) Vertically align instructional strategies through curriculum team meetings.			
5) Integrate reading STAAR standards and TEKS during library lessons.			
6) Service students in the intervention process utilizing Waterford, Istations, and the Reading Lab,leveled literacy intervention			

7) Implement reading incentive programs: Book it, Name that Book, Read for the Record, Read Nation, Read Across America, Reading Champions, AR etc. to encourage reading and increase library circulation.			
8) Utilize interactive technology such as Starfall, Reading A to Z, Enchanted Learning, Brainpop, Brainpop Jr., Learning.com, and Tumblebooks in planning, designing, and presenting instruction.			
9) Utilize Balanced Literacy components in classroom lessons to assist students in learning reading strategies, developing fluency, and becoming life long readers.			
10) Facilitate Bingo for Books and other family reading programs.			
11) Screen and test students for dyslexia services, based on teachers and IAT recommendation.			
12) Implement the gradual release model for lesson design and delivery.			
13) Participate in the district reading and writing Cohort and implement strategies such as room design, small group instruction, independent reading, and conferring.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During 2016-2017, implement mathematics initiatives designed to increase mathematical skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Lone Star Math, Envision, Motivation Math, Math Stretches, Number Talks, and small group instruction to spiral skills and monitor success levels.			
2) Use Origo Box of Facts program to instruct, assess, and report basic facts mastery in grades K-2.			
3) Practice and improve test taking skills by using STAAR materials.			
4) Utilize technology to reinforce, introduce, and enrich lessons.			
5) Include higher level thinking and problem solving skills in assessments.			
6) Utilize expert groups to share successful implementation of research-based instructional practices.			
7) Teachers will create and utilize common assessments in Mathematics in order to assess students and track data			
8) Teachers will participate in Professional Learning Communities to discuss curriculum, instructional strategies, common assessments, and data in order to improve instruction and student perfomance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: During 2016-2017, implement writing initiatives designed to increase writing skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Improve writing skills and test scores by using Writing Academy, Lucy C. Units of Study, and Gretchen Bernabei strategies.			
2) Apply components of Balanced Literacy to assist students in learning how to organize their thinking into written text.			
3) Utilize Writing Academy graphic organizers, units of study, and Gretchen Bernabei to establish effective writing skills.			
4) Instruct students to write creatively and expressively in all writing styles.			
5) Attend writing training on campus and on location. Teachers will be provided materials to assist in the implementation of the program.			
6) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for all writing assignments or assessments.			
7) Participate in the Literacy Cohort training modules during this school year.			
8) Utilize a writing continuum to set expectations to demonstrate the growth of students' writing.			
9) Participate in vertical team meetings in order to align the writing instruction on our campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2015-2016, implement science instruction that strengthens self-inquiry and provide hands-on experiences increasing scientific skills for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Activities Integrating Mathematics & Science (AIMS) program to enhance and supplement science curriculum			
2) The lesson plans for science activities will provide opportunities for self-inquiry and hands-on experiences that are both rigorous and relevant.			
3) Plan use of technology to introduce, support, and reinforce science concepts. Examples of this include Science Fusion, BrainPop, BrainPop Junior, Promethean Planet, and United Streaming.			
4) Support participation of third and fourth grade students in campus and district Science Fairs.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During 2016-2017, 100% of the faculty will implement the district-wide Rigor, Relevance, and Relationships program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop relationship with students through strategies such as 4 to 1 ratio, meet and greet, Safekeeper ritual, Wish you well, and other Conscious Discipline classroom structures.			
2) Evaluate lessons and instructional materials according to T-TESS guidelines.			
3) Ensure that lessons and instructional materials meet the needs of students in real-world situations.			
4) Provide critical questions for students to analyze and judge in real-world situations.			
5) Provide research-based instructional resources that teachers will use for intervention, reteach, and review activities in small group, tutoring, and laser time.			
6) Incorporate higher level thinking questions and problem solving skills in daily lessons.			
7) Implement research-based strategies that promote a variety of learner engagement techniques.			
8) Facilitate career awareness activities which will provide students an early insight on existing careers in our local and surrounding communities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.

Performance Objective 1: During 2016-2017, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide opportunities for students to explore various career opportunities through a Career Week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During 2016-2017 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend Pasadena ISD job fair to hire for available positions if needed.			✓
2) Work with the Human Resources department to fill any available positions with the highest qualified candidate.			✓
3) Monitor teachers and paraprofessionals to ensure that they meet all Texas certification criteria.			✓
4) Notify parents if their child has been assigned a teacher who is not "highly qualified" if needed.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During 2016-2017, provide staff development to address needs of diverse learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement technology knowledge gained through staff development on Promethean boards, Active Primary and Active Studio Flip charts, ActivInspire, ActiVotes, document cameras, web sites that support instruction, Outlook, etc.			✓
2) GT update of mandated annual six hour training	✓	✓	✓
3) GT 30 hour training for new personnel servicing gifted students as mandated by state.	✓	✓	✓
4) Entire faculty and staff will be trained on Gang Awareness	✓	✓	✓
5) First year teachers will attend First-Year Teacher Academy			✓
6) Provide training to faculty and staff regarding Title I and the variety of language programs in our school (ESL, Bilingual, Dual Language)			
7) Provide training and enhance awareness regarding special education programs: AB, Resource, Inclusion Intervention, Speech, BSS and Dyslexia.			
8) Entire faculty and staff will be trained on Blood borne Pathogens exposure.	✓	✓	✓
9) Provide instructional staff development to paraprofessionals.			
10) Provide T-TESS training to personnel and faculty.			✓

11) Faculty will be trained on technology implementation: email, foundations of computers, internet, internet searches, technology planning policies and procedures.			
12) Train staff on Child Protective Services' procedure, 504, and Response to Intervention procedure.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During 2016-2017, provide teachers with opportunities for professional growth during staff development, as well as time to plan and develop effective lessons plans to meet students needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implementation of the coaching model to enhance reading and writing instruction.			
2) Teachers will be provided training on nonfiction reading comprehension strategies.			
3) Teachers will attend Reading and Writing Focus training on TEKS meetings held by the district.			
4) Teachers will receive training on Writer's Workshop to enhance the district-provided curriculum.			
5) Teachers will receive literacy training from members of the Reading and Writing Cohort teams.			
6) Teachers will receive training on writing based on the ideas of Gretchen Bernabei and Randi Whitney			
7) Teachers will receive training on effective small group strategies to increase student reading levels.			
8) Teachers will utilize common assessments in Reading in order to assess students.			
9) Teachers will participate in Professional Learning Communities to discuss curriculum, instructional strategies, common assessments, and data in order to improve instruction and student performance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During 2016-2017, provide staff development to address the needs of diverse learners for instruction in mathematics and science.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implementation of the coaching model to enhance mathematics instruction.			
2) Teachers will attend Guided Math, Envision, and Science Fusion trainings.			

3) Teachers will attend Focus Meetings on mathematics and science TEKS held by the district.			
4) Teachers will attend district science instructional meetings.			
5) Teachers will incorporate mathematics curriculum lessons from Eduphoria			
6) New math teachers in third and fourth grade will be trained on Think Through Math			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2016-2017, provide staff development to meet the needs of diverse learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All returning Special Education staff and faculty members who are part of the Core Team will attend a district CPI/TBSI refresher update course.			
2) All new Special Education staff and faculty members who are part of the Core Team will attend a district CPI/TBSI Initial 2 day course.			
3) Teachers will attend Conscious Discipline training provided by the campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During 2016-2017, provide parent education that strengthens the home/school bond.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Educate parents on school safety and security regulations and procedures.			
2) Hold Dual Language meetings to educate parents about the language programs available in our school.			
3) Meet with parents to explain Title I, Part A requirements.			
4) Educate parents in strategies they can use at home to support their child's learning through Family Academic Nights.			
5) Educate parents on health and safety issues through parent training, handouts, the Health and Fitness grant, and the CATCH grant.			
6) Educate parents on anti-bullying, discipline, behavioral, assertiveness strategies and other topics identified in the parent survey that can be used at home.			
7) Provide information for parents on Conscious Discipline strategies that can be implemented at home.			
8) Offer one-on-one parenting sessions as requested by the parent/guardian of students.			
9) Educate parents on the Parent Volunteer Committee and volunteer opportunities.			
10) Provide parent training on Parent Connection			
11) Conferences with parents to explain the RTI process and to provide them with strategies to use at home to improve their child's learning.			
12) Educate parents on the value of college and career exploration at the elementary level and the importance of promoting student participation in higher learning.			
13) Maintain a Parent Center where parents have access to a computer and a variety of materials covering parenting tips or other topics, beneficial web sites, and/or training via computer.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, ensure vital and ongoing relationships with parents by encouraging the participation of parents in meaningful communication involving student academic learning and other school activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Invite and encourage parent to attend fun school activities: class parties, Open House, Fun Runs, Meet the Teacher Night, etc.			

2) Provide opportunities for parents to participate and become members of the Parent Volunteer Committee			
3) Encourage parents and families to attend school grade-level music programs.			
4) Conference with parents as needed about the importance of school attendance.			
5) Invite parents to attend: field trips, chaperones, Track and Field days, Texas Public School week, Science Fair, Library Book Fairs, etc.			
6) Send home monthly calendars with upcoming activities and events, communications and bulletins in English, Spanish, and Vietnamese.			
7) Parents will receive Tuesday Folders weekly informing them of the student's weekly conduct grade, graded papers, and any grade-level announcements.			
8) Maintain school website to communicate information to parents.			
9) Publish news and communication through various media outlets (TV, radio, and paper)			
10) Provide parents access to on-campus computer where they can use the Parent Connection, MyNutriKids.com, SchoolLuncvhApp.com, and other electronic resources from the district.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During 2016-2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Family Fun Runs will be provided 7 times per year to promote physical fitness awareness within families.			
2) Lessons will be provided through morning announcements on healthy practices such as proper hand washing, lice prevention, cold and flu prevention, and dental health.			
3) Get Fit Jog will be provided for students to develop exercise habits			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During 2016-2017, our campus will sustain a focus on building positive relationships and culture with proactive strategies for managing student discipline as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review the school's Guidelines for Success ("The Bear Necessities") daily during Morning Announcements.			
2) Acknowledge and reward students for exemplifying behaviors addressed in the Guidelines for Success.			
3) Utilize the 4:1 Ratio of Interaction model.			
4) Conduct monthly common area observations and amend written procedures as necessary.			
5) Utilize the school-wide corrections system when dealing with student misbehavior.			
6) Collaborate with teachers for problem solving more difficult behaviors as well as provide resources such as The Teacher's Encyclopedia of Behavior Management.			
7) Introduce, implement, and reinforce Conscious Discipline skills, structures, rituals, and language on a daily, ongoing basis to prevent bullying			
8) Provide parent training in Conscious Discipline skills, structures, rituals, and language.			
9) Conduct annual surveys of parents, students, and staff members regarding their impressions of the school's safety and climate issues.			
10) Provide opportunities for students and parents to give back to their community through "Stars of Kindness"			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During 2016-2017, our campus will implement programs to promote community involvement and citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Acknowledge responsible behavior by posting Bear Necessities coupons and announcing several each week on Morning Announcements.			
2) Provide opportunities for students and parents to give back to their community through "Stars of Kindness".			
3) Support the American Diabetes Association through the "Diabetes Walk" program.			
4) Support the American Heart Association through the Jump Rope for Heart program.			

5) Support the Pasadena Lions Club through the Walk for Sight program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During 2016-2017, our campus will develop procedures for maintaining campus safety and security.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement a campus-wide crisis management plan.			
2) Perform regular safety drills.			
3) Require all visitors to enter the campus through the front office, utilize the Raptor system to check identification and to print visitor badges.			
4) Require all staff members to wear photo identification at all times.			
5) Require students to wear name badges with accurately updated dismissal information at all times.			
6) Develop and maintain positive, proactive strategies to promote school families.			
7) Help teachers create school families by providing classroom structures that result in Bully-proofed classrooms.			
8) Utilize morning announcement media to present school wide approach to building school families, guidelines to success, and "You did it!" tickets to reinforce the school-wide approach to Anti-bullying.			
9) Utilize Conscious Discipline strategies, mediation, and conflict resolution.			
10) Utilize guidelines for suicide risk assessment by collaboration between LSSP, counselor, district guidance counseling department, and at-risk individual in response to suicide threats.			
11) Foundations team will attend all district's Foundations updates.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support instructional and administrative needs.

Performance Objective 1: During 2016-2017, students and teachers access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer required Istation assessments.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom."			
3) Increase the integration of technology into instruction, curriculum, and assessment, K-4 as outlined in the District Technology Plan			
4) Ensure that all teachers have access to adequate technology and the implementation of the TEKS/STAAR requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 8: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2: Satisfactory Phase In Two and Final Recommended standards.

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Performance Objective 3: During 2016-2017, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Performance Objective 4: By June 2017, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Performance Objective 5: During 2016-2017, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Performance Objective 7: During 2016-2017, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Performance Objective 8: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Performance Objective 9: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Performance Objective 10: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Performance Objective 11: During 2016-2017 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Performance Objective 12: During 2016-2017, increase the district's attendance rate to 96% or above for all students.

Performance Objective 13: By August, 2017, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Performance Objective 14: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Goal 9: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2016-2017, all high school students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Performance Objective 2: By August, 2017, the PISD Community School will provide flexible learning opportunities for students to increase graduation rates.

Performance Objective 3: During 2016-2017, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Performance Objective 5: During 2016-2017, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a restructured schedule.

Performance Objective 6: By May 2017, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Goal 10: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Goal 11: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2017, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Performance Objective 2: Increase community involvement during 2016-2017 by a 5% expansion in partnerships and enhanced communication.

Goal 12: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Performance Objective 2: By June 2017 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Performance Objective 3: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Performance Objective 4: By June 2017, district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Performance Objective 5: By June 2017, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Goal 13: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Utilize technological resources to streamline support services as evidenced by positive customer service responses.

Performance Objective 2: By June 2017, identify effective district operations and business processes to maximize efficiency as measured by customer service input.

Performance Objective 3: By June 2017, increase community and district awareness of ancillary support services.

De Zavala Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: 100 % of De Zavala students will will show growth in their academic performances specifically on the STAAR Reading, Math, and Science portions of the state assessment thereby reducing focus gaps by 50%. Accountability Area Targeted: State Accountability/Federal Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will create common assessments based on SE's and analyze data from these to determine interventions and enrichment activities.			
2) Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards.			
3) Students will receive intervention based on their individual needs during the school day as well as before and after school.			
4) Students will increase their reading fluency through SSR and AR Program.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: De Zavala students will meet or surpass the district average on all CBA assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Curriculum Based Assessments (CBAs) and disaggregate data to measure student progress and adjust instruction to ensure that students master the SEs			
2) Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards.			
3) Students will receive intervention based on their individual needs during the school day as well as before and after school.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: 100% of students identified gifted and talented will meet or surpass the state average on the STAAR reading, math, and science portions of the state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Pre AP teachers are trained annually in using LTF curriculum and strategies.			
2) Teachers will incorporate enrichment activities in their lessons which address the needs of gifted and talented students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: We will ensure that the needs of all special education students are met. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
3) Campus will follow district procedures regarding parental request for special education evaluation.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR SOA, STAAR A, STAAR ACCOMMODATED (i.e. PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR SOA and STAAR Alternative Participation Requirement Forms.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Students will have access to certified teachers and campus technology during and outside the normal school day for homework assistance, academic intervention, or academic enrichment. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Open building up beyond the normal school day for teachers to be available to assist students with homework, intervention, or enrichment.			
2) Open building up beyond the normal school day for students to have access to campus technology needed for homework, intervention, or enrichment.			
3) Provide various types of classes that are based on student needs.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Campus will provide intervention and enrichment for students during the normal school day without impacting students' core classes and elective classes. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Hire a part-time certified teacher and utilize ACE teachers and bilingual teachers to provide intervention to students who do not demonstrate mastery on STAAR and/or CBAs during Enrichment Periods.			
2) Provide Dyslexia intervention to students during Enrichment Periods.			
3) Utilize paraprofessionals to provide additional support to students during their Math, Science, ELAR, and/or Social Studies classes.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students and Parents will learn about college and career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Adopt a district-wide career awareness curriculum to expose students to career clusters in grades K-6.			
2) Host a Career Fair on campus in which local businesses and leaders provide students with information on career options for students.			
3) Explore various college opportunities during College Week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with District Instructional Specialists, Peer Facilitators, and Administrators.	✓	✓	✓
2) Attend campus faculty meetings after school which provide training for curriculum and instruction Conscious Discipline, AVID Strategies, 7 Steps to a Language Rich Classroom and Interventions, and Safe and Civil.	✓	✓	✓
3) Send campus principal to ICLE principal leadership conference in February 2015 to learn about current successful practices for schools and to bring back information to the rest of the campus.	✗	✗	✗

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Administrators, Counselors, and Peer Facilitators will participate in staff development and meetings which will develop their leadership skills.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars.		✓	✓
2) Participate in monthly meetings between Administrators and Peer Facilitators to plan department meetings, discuss curriculum, analize campus data, and review student interventions/enrichments.			
3) Participate in weekly Administrator PDAS meetings to discuss walk through focuses, walk through data, and teacher evaluations.			
4) Participate in monthly Administrator Curriculum meetings to discuss curriculum focuses, student data, teacher data, staff development, and Peer Facilitator meetings.			
5) Attend team meetings and department planning meetings on a monthly basis.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship building.			

2) Attend district-wide Safe and Civil training.			
3) Campus staff attends Conscious Discipline training to learn strategies and develop implementation plan for campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: All staff will work as a team to celebrate successes, to encourage other staff members, and to build a sense of family at the campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in team building activities throughout the school year.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Parental involvement across the campus will increase during the school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide activities that will welcome parents to our campus.			
2) Recruit, train, and celebrate parent volunteers.		✓	✓
3) Provide parent trainings using community resources based on parent feedback on their needs.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Parents will be able to assist their children with homework, academic intervention, and academic enrichment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Open the building up beyond the normal school day so that parents can receive assistance from teachers on how to help their children with homework, academic intervention, and academic enrichment.			
2) Hold parent conferences regarding student academic concerns.			
3) Provide students with planners to assist parent with homework and teacher communication.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Parent volunteers will assume the role of parent ambassadors by helping with different events throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Parent Center for Parent Ambassadors to facilitate Charlas meetings throughout the school year.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Business and community partners will be actively involved in campus-based events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Host a Career Fair on campus in which local businesses and leaders provide students with information on career options for students.			
2) Conduct a Community Health Fair involving local businesses, leaders, and feeder schools.			
3) Utilize Community in Schools to provided resources and training to parents as well as services such as tutoring and enrichment activities for students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Students will have access to technology which will facilitate their academic success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide mobile laptop labs for students to use in classrooms as part of their instruction.			
2) Provide student computers in all classrooms for students to use in classrooms as part of their instruction.			
3) Provide student computers in locations outside of classroom where students may need to utilize technology for instructional purposes (library, office, etc.).			
4) Extend normal school hours to allow students to have access to technology outside of the normal school day.			
5) Provide innovative technology and intervention programs to students to address academic needs.			
6) Provide a classroom set of laptops in every science and math classroom for access to textbooks.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Teachers will incorporate technology into their daily instructional practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend technology trainings provided by Tech Liaison throughout the school year.			
2) Model appropriate use of technology during faculty meetings and department meetings.			
3) Develop lesson plans with technology applications incorporated in which students are using the technology.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Administrators, teachers, and staff will have necessary skills to effectively integrate technology throughout the district.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Train staff on Eduphoria, Chancery, Gradespeed, Mizuni, and other technology applications.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Dobie High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will follow the scope and sequence developed by the district or department for each course and will meet on a regular basis with other content teachers to ensure continuity and alignment with rigorous TEKS based instructional targets.			
2) Benchmark data will be evaluated on a regular basis in content level meetings to analyze the depth of student learning. All assessments will measure student performance on rigorous TEKS based instructional targets and STAAR objectives.			
3) Teachers will be provided regular training in instructional strategies which are tightly aligned to the TEKS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: To address the reading and writing deficiencies evidenced by STAAR testing data from 2015 EOC Reading and Writing spring and summer administrations, Dobie will take a two-pronged approach, Structured Reading Writing Opportunities and Formalized Short Answer Response Items, that is grounded in the belief that reading and writing deficiencies indicate a literacy problem that can and should be addressed across the content areas. This two-pronged approach will therefore require an investment from teachers in all core subject areas.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A team, comprised of content specialists and Assistant Principals from each core subject area, will meet twice a month to develop and review strategies that will increase student success with critical reading and writing . The team will analyze data from assessments and discuss what worked, what didn't work and next steps. (SG - Reading/ELL,SE;AA; Math/SE; Science/SE; SS/ELL,SE)			
2) Teachers will incorporate a structured reading and writing opportunity as part of a warm-up or exit ticket (or some other portion of the lesson at the content team's and teacher's discretion). Math, Science and Social Studies will incorporate the reading and writing opportunity at least twice a week; ELAR classes will incorporate the reading and writing opportunity at least four times a week. Teachers are encouraged to assign reading and writing tasks that require critical thinking on the student's part ("How" or "Why" questions asking students to substantiate their opinions). The writing will serve as a formative assessment for teachers and an opportunity to interact with language in a meaningful way for students. Teachers will not assess student writing for conventions but rather for mastery of content knowledge. (SG-Reading/Writing/All, Math/SE, Science/SE; SS/ELL,SE)			

3) Teachers will compose and administer SAR items that require students to assert a claim about the content and justify that claim with evidence from a text (textbook, lab report, visual media, graph, etc.). Teachers will assess the strength of the argument according to a rubric. Teachers will administer the SAR items at least once/twice per six weeks for Math, Science, and Social Studies and at least twice per six weeks for ELAR classes.(SG-REading/Writing/All, Math/SE; Science/SE;SS/ELL, SE)			
4) Students who scored minimum or below on the ELA EOC assessment will be offered an opportunity to attend tutorials during MegaLunch and before or after school. These tutorials will be focused on student need based on testing data.(SG-ReadinIg/Writing/All, Math/SE; Science/SE;SS/ELL,SE)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: All students will be prepared for success on each required EOC assessment by actively participating in rigorous content and relevant activities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will plan instruction focused on rigorous and relevant teaching strategies, scope and sequence alignment, instructional method, prepared high level questions as checks for understanding, and a variety of formative and summative assessments. These elements will play a critical role in preparing all students for success on EOC tests and will be a required component of all lesson plans.			
2) Assistant Principals will regularly attend instructional leadership training and build networking resources through conferences, membership in TASSP, ASCD and other professional organizations. Through the training and networking, administrators will gather resources and ideas to assist teachers as we work toward our goal of ensuring all students success on the EOC assessments.			
3) Non-core teachers will support core content areas by incorporating creative, relevant instructional practices in their specific content area. This will extend the opportunities to learn critical skills, required for success on STAAR, to all areas of a student's experience during the school day.			
4) Any student who fails an EOC test will be provided remediation through a variety of ways: individual tutorials, EOC remediation class, MegaLunch tutorials, community school, on-line remediation, self-help study course, and continual support during the school day in all classes.(SG - Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)			
5) All teachers will participate in staff development opportunities, data disaggregation, and school/district initiatives which support training in effective instructional strategies and strategic use of student assessment data.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Focused interventon will be provided on areas of weakness, as indicated by EOC assessments, for students identified as 504, Special Education, Limited English Proficient, Migrant, At-Risk, Dyslexic, Speech Pathology, Gifted and Talented, and any other population needing intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Teachers will be given strategies to prepare special population students for success on EOC assessments. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)	✓	✓	✓
2) Gifted and talented students will be provided opportunities in class, during MegaLunch and at after school tutorials, to prepare them for Level III Performance and higher on EOC assessments.	✓	✓	✓
3) Limited English Proficient students will be provided opportunities, during the school day, in class and during MegaLunch, to use the Reading Smart program and Rosetta Stone Language program to prepare them for success on EOC assessments. (SG-Reading/,ELL)	✓	✓	✓
4) All special population student will be encouraged to attend EOC tutorials during MegaLunch and/or before/after school. Tutorials will be based on areas of weakness as indicated by reports on AWARE.(SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: Teachers will be provided opportunities to participate in staff development to maintain cutting edge instructional techniques for rigorous curriculum.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will be provided opportunities for staff development throughout the year, focused on instructional strategies which build rigor and relevance into student centered instruction. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)	✓	✓	✓
2) Teachers will be provided information about instructional strategies promoted by the District to increase student learning. These instructional strategies may include: vocabulary building activities, graphic organizer use, effective questioning techniques, and other models proven to increase student learning. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS;ELL,SE)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: Content teams will meet at least once a week to discuss and review effectiveness of instructional strategies. Data from formative and summative assessments will be used to guide discussions and support necessary adjustments to ensure student learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will meet with their core content team to plan instruction,assessments and interventions which are tightly aligned to TEKS. Instructional materials and techniques will be frequently reviewed and necessary adjustments will be made to ensure student learning. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: A variety of flexible learning environments will be offered to students to encourage success in learning and credit remediation such: Dobie East Campus and on-line credit recovery.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Dobie East Campus will be offered to students who are behind on credits for graduation and unsuccessful on one or more End of Course Assessmentsl. These students will attend school at the Dobie East Campus and will be offered relevant and applicable curriculum combined with highly qualified instruction designed to close the gap and place the students back on grade level.	✓	✓	✓
2) Dobie East Campus teachers will meet with the assistant principal and counselor assigned to them on a weekly basis in order to keep track of their students' progress throughout the year.	✓	✓	✓
3) An innovative and creative culture of instruction, at the Dobie East Campus, will provide opportunities for students to recover lost credit due to failure in prior year(s) while gaining credit for the present year, and provide focused attention to skills needed for passing EOC assessments.	✓	✓	✓
4) Dobie East Campus will have structures necessary for success in academic classes and will operate on a flexible schedule providing the necessary social and emotional connections 21st century learners desire.	✓	✓	✓
5) Students who need to recover credit in academic classes will have 24/7 access to tools and resources necessary for success. Students will be able to use an on-line credit recovery program at the school computer lab before or after school, or from their personal computer at home. Other opportunities will be offered for these students based upon personal need.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Principals and teachers from the feeder intermediates will meet with Dobie principals and teachers to share information about where students are academically snd socially and where they need to be for success at the High School level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A continued emphasis will be placed on cultivating a cooperation and relationship between teachers and administrators from feeder campuses and Dobie.			
2) Vertical team meetings with intermediate and high school teachers will be planned at least once a year. During these meetings, current transition issues will be discussed including Foreign Language placement, Pre-AP instruction and placement of all students in either a fine arts program, Physical Education course or athletics program to ensure proper structures are in place for student success and involvement in their high school experience.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Structures which ensure a smooth transition from intermediate to high school will be planned and implemented.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A 9th grade registration will be coordinated so that elective teachers and Pre-AP teachers will have an opportunity to meet with current 8th graders, before they register for classes, to provide them with information on their programs and to create an understanding of high school expectations.			
2) First time 9th grade students will attend school one day early to meet teachers, learn about high school expectations and participate in the high school experience.			
3) The intermediate campuses will host a parent night so parents of current 8th graders will have an opportunity to learn about high school expectations and currently offered programs. Extracurricular opportunities will be discussed and parents will be encouraged to have their students participate in a program of their choice to help facilitate a more positive and fulfilling high school experience			
4) Eight grade students will have an opportunity to buy Dobie T-shirts to help promote an excitement and aniticipation for the upcoming transition to High School.			
5) Dobie counselors will make presentations to all 8th grade students concerning credits, EOC assessments, and expectation for high school students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Dobie has been selected as an Advanced Placement Incentive school and will receive the Michael and Susan Dell Fondation Grant that is managed by Advanced Placement Strategies. All students will be encouraged to take advanced coursework and advanced testing as preparation necessary for a 21st century learner.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Vertical team planning will be utilized for AP and PAP teachers to ensure curriculum is aligned and communication of needs and expectations is expressed on a regular basis.			
2) Parent meetings will be planned to provide necessary information and answer questions.			
3) Prep sessions will be provided for students throughout the year to prepare them for the AP assessments.			
4) Economically disadvantaged students shall receive fee waivers or fee assistance in testing opportunities such as Advanced Placement, PSAT or SAT/ACT.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: An advisory period will be held twice a week to promote the social and emotional connections 21st century students need to establish with teachers and peers. Advisory will also provide opportunities for teachers to monitor student success in all academic areas.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will utilize advisory on Tuesday to complete necessary activities related to school programs, monitor students' academic progress, and announce important upcoming events.			✓
2) Teachers will utilize an advisory on Friday to continue monitoring students' academic success, build personal relationships with students and view Dobie news.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: An AFJROTC program will be offered to students as an alternative elective for students interested in the military. The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.			✓
2) Aerospace science comprises 40 percent of the curriculum; leadership education, 40 percent; physical fitness for life training, 20 percent. Students who successfully complete AFJROTC classes are granted credit toward graduation. Classroom study includes heritage of flight, development of aerospace power, contemporary aviation, aerospace environment, human requirements of flight, aerospace vehicles, principles of aircraft flight and navigation, space programs, space technology, rocketry, propulsion, and aerospace industry.			✓
3) Students are introduced to military customs and courtesies, citizenship in the United States, first aid, wellness, health and fitness, basic drill and ceremonies, effective communications, management, human relations and life after hight school. All uniform and curriculum materials are provided by the Air Force. Supplemental materials are provided to enhance the curriculum.			✓
4) To reinforce what is learned in the classroom, cadets participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace education.			✓
5) Cadets participate in parades, summer leadership schools, drill team competitions, color and honor guards, military balls and honorary academic groups. Many AFJROTC units complement the curriculum through the cooperation and resources of organizations such as NASA, Civil Air Patrol and the National Endowment for Financial Education.			✓
6) Community service is a major part of the cadet experience and helps instill a sense of civic pride and citizenship. Projects range from working with national organizations, such as March of Dimes, Muscular Dystrophy, National Red Ribbon Campaign and Special Olympics, to participating in local community projects such as cleaning and refurbishing cemeteries, building parks and sponsoring little league teams.			✓
7) Cadets are very active in drug abuse prevention education. The Awareness Presentation Team is a program designed to provide cadets as positive role models for elementary and middle school students. Cadets visit the younger students at their schools and present talks and skits in an effort to deter drug use and abuse. Active unit programs make presentation to thousands of students each year.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 7: The campus will create a safe school climate which provides opportunities for healthy social and emotional connections essential to 21st century learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A campus crisis management team will facilitate a school safety plan.			✓
2) All teachers and support staff will be trained in the components of the school safety plan.			✓
3) All campus staff will view a video about bullying to raise awareness of this issue.			✓
4) A campus support counselor will coordinate and supervise groups, peer mediation, conflict resolution and other duties as needed to address issues.			✓
5) Dobie will continue to implement the Safe & Civil School program initiated by the district.			✓
6) Fire drills and lock down procedures will be conducted on a regular basis with immediate feedback given to students and staff.			✓
7) The campus will participate in Red Ribbon week to promote prevention of substance abuse. Each day of Red Ribbon week will have its own theme promoting drug-free behavior.			✓
8) The CHAMPS program will continue to be a part of our teacher training focus. The training will focus on implementation of successful strategies for classroom management and the creation of effective teaching practices in order to increase student success in a safe, orderly environment.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 8: We are committed to working collaboratively with the District Special Education Office and special services to ensure the academic needs of all students are being met.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will work collaboratively with the District Special Education Office to ensure intital evaluations to determine special education eligibility are completed within the required timelines.			✓
2) The campus will follow district procedures regarding parental request for special education evaluation.			✓
3) The campus will follow district procedures regarding parental request for special education services.			✓
4) The campus will work collaboratively with the District Special Education Office to monitor appropriate STAAR/STAAR A participation decisions.			✓
5) The campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			✓
6) The campus will follow district procedures in addressing transition requirements for students with disabilities.			✓

7) The campus will follow district policy to ensure students with disabilities have access to facilities.			✓
8) The campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss accelerated instruction/intensive program of instruction.			✓
9) Campus will review student data on an individual basis and consider the least restrictive enfironment prior to placing students in a special education setting.			✓
10) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Documents clearly delineate the need for accomodations that may be needed for STAAR.			✓
11) SIOP instructional strategies will be implemented in all core academic classes.			✓
12) The SIOP facilitator will monitor grades, attendance and discipline of all ELL students and make appropriate referrals, if needed.			✓
13) The SIOP facilitator will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students.			✓
14) SIOP facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies and provide support to SIOP team teachers.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: Dobie College Now will develop a dual credit program where students can graduate from high school with up to 30 dual credit college hours.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will take six college hours each semester.			✓
2) Students will visit with the College Now Coordinator a minimum of four times each semester.			✓
3) Students will attend enrichment activities on Fridays in the College Now office.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: The primary objective of the ACE Afterschool Program is to encourage students to participate in afterschool activities that will enhance their educational, personal, and social development. Focus includes improving academics and attendance, improving self-esteem, socially acceptable behaviors and increasing graduation rates while developing college and career awareness. Activities include Homework Help, Credit Recovery, Driver's Education Classes, EDUC 1300, Sports Training, Book Studies, Art, Cooking, and Martial Arts. Parents are encouraged as equal partners in their child's learning through participation in informational meetings, field trips, and computer, ESL, or Zumba classes. Dobie's ACE program's goal is to provide opportunities for our youth to lead, learn, live, and grow.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ACE after school program will implement a variety of classes to support student success while increasing attendance and college readiness.			✓
2) ACE after school program will provide programming that encourages college preparation through the Education 1300 class at San Jacinto College.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students will be provided opportunities to research colleges of their choice and learn about acceptance requirements to those institutions.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students and staff will participate in college week by wearing college t-shirts on one specific day and joining discussions in classes about the requirements and benefits of a college degree.			✓
2) Students and staff will create banners, posters and other items during college week to promote various colleges and display these items thoughout the school.			◔
3) Teachers will post "I Earned My Degree From..." signs outside their classrooms. Administrators will post these signs in their offices.			✓
4) Senior students will participate in various events to plan for college such as: admissions requirements, financial aid applications, and exploring career opportunities .			✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 2: Dobie will continue to provide a TechPrep/CATE as an option to students with interests in career technology. The program will provide all with relevant, rigorous educational opportunities to prepare them for success in post-secondary education and/or entrance into the workforce upon high school graduation. Students will be given opportunities for occupational certifications and/or articulated credit through Tech-Prep agreements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Career pathways with rigorous academic and technical curriculum focusing on industry standards that will give all students knowledge and skills necessary to pursue post-secondary education or employment will continue to be offered.			✓
2) CTE, academic and other elective teachers will develop projects to integrate curriculum throughout all subject areas to provide a meaningful application of the TEKS.			✓
3) Increase number of students participating in CTSO's (Career and Technology Student Organizations) in order to build specific occupational, leadership and critical thinking skills through various organizational programs of "Work and Competitive Events Programs.			✓
4) Develop Tech-Prep and/or technical dual credit initiatives with local community colleges in order to facilitate students' ability to acquire college credit while in high school. (CTE State Plan 2008-2013)			✓
5) Offer classes that are aligned with Advanced Technical Credit (ATC) statewide articulation program to allow a seamless transition from high school to post-secondary education.			✓
6) Develop and implement a campus monitoring system requiring collaboration of all participants in the student PBM/CTE monitoring process for identified students.			✓

7) Work toward a reorganization of counseling duties which will reflect an emphasis on career opportunities for all students. Counselors will work closely with special education and LEP students to ensure they are properly placed into the CTE program.			✓
8) Increase awareness of CTE programs with the business community and work toward expanding business partnerships. Provide opportunities for student certifications, shadowing, internships and employment.			✓
9) Counselors will meet with each student a minimum of 2 times a year to discuss career goals. The program of study will be reviewed and updagted at each of these meetings.f			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: Dobie College Now will establish a culture of post-secondary readiness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will apply for at least one on-line class			✓
2) Students will participate in college tours.			✓
3) Students will participate in area college fairs.			✓
4) Students will apply to "Apply Texas" for the colleges or universities of their choice.			✓
5) Parent Meetings will be held once in the fall and twice in the spring semester.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: Students will receive information and guidance necessary to facilitate successful entry in post secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness.			✓
2) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: We will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Potential candidates will be screened by PISD Administration and scored based on specific criteria. Dobie High School will view the scores and discuss whether the candidate meets the present need of our campus.			✓
2) Potential candidates will be interviewed by the Principal/Assistant Principal and department head or other representative. A collaborative decision will be based upon the academic needs of the students and the skills and ideas the candidate presents to help meet those academic needs.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and District initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Training for staff will be offered during MegaLunch, and before/after school as needed. The training will be relevant to the needs of teachers as they prepare rigorous instruction for students. Teachers and administrators will attend specific training offered by the district administration when need arises. Training outside the district will also be considered for specific issues not addressed within the district.			✓
2) We will develop high quality first year teachers through a mentoring program. The first year teacher will be assigned a mentor that will meet with the teacher on a regular basis. The Assistant Principal and Master Mentors will facilitate monthly meetings in both a large and small group setting to support teachers as they grow in their professional deveopment.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: We will retain a highly qualified staff through the support of content teams and a commitment by the administrative staff to frequently recognize those who regularly provide highly quality instruction to our students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will meet at least once a week with other teachers in their common subject area. The teams will focus on four areas of dialogue: What will we teach, How will we teach it, How will we know if students learned the material, What will we do if students did not master the material.			✓
2) Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue.			✓

3) Content teams will provide a necessary support to teachers through authentic relationships with each other as they meet once a week to collaborate and problem solve.			✓
4) The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Parents will be actively pursued in order to increase involvement in extracurricular actiities, campus activities and academic pursuits of their children.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will promote parental involvement in extra-curricular activities through dinners, plays, contests and other events. All events will be advertised to the community on the school marquee and in the South Belt Leader community newspaper.			✓
2) We will promote involvement of the community through various community events. All events will be advertised on the school marquee and in the South Belt Leader community newspaper.			✓
3) We will promote parental support of academic endeavors through parent nights, special ceremonies, Open House and invitations to opportunities which showcase academic achievement. These events will be advertised in the South Belt Leader community newspaper and on the school marquee.			✓
4) We will provide opportunities for parents to volunteer their time at Dobie. Specific needs for volunteers will be advertised in the South Belt leader community newspaper and on the school marquee.			✓
5) We will offer opportunities to provide parents with information on End of Course testing and End of Course remediation. All of these opportunities will be announced in the South Belt Leader community newspaper and on the school marquee.			✓
6) We will offer parent meetings to provide information about Advanced Placement opportunities for their students. Parent meetings will be advertised in the South Belt community newspaper, and on the school marquee.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: We will dialogue with business and community partners on a regular basis to share the needs of our students and campus and ask partners how they might be able to help us in our effort to provide the highest quality educaton possible to our students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will work with area business and community organizations to provide guest speakers for campus wide events, such as college day, career talks, and other events.			✓
2) We will create partnerships with area businesses to assist with EOC assessment remediation programs.			✓
3) We will provide opportunities for business and community partners to address the staff about services they might be able to offer in support of the student education.			✓
4) We will partner with community organizations and businesses for large community service project such as a Dobie food drive, Dobie beautification day, Seniors helping Seniors, and other community needs that may arise.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Appropriate structures will be organized and implemented to support the learning environment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The technology committee will continue to develop, implement and monitor a campus technology plan.			✓
2) Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes.			✓
3) Continue to update a technology trouble-shooters guide for faculty and staff that can be used as a training tool and as a tool to increase individuals' ability to resolve basic problems and issues.			✓
4) Students will have 24/7 access to the Edgenuity on-line program for credit and grade recovery.			✓
5) Ninth and tenth grade students will participate in one-to-one instruction, utilizing a digital tablet for in-class and out of class learning. Each student will complete a contract of responsibility, signed by the parent and pay a small fee before the tablet will be issued to the student. The tablet will be issued to the student for the entire school year and will be returned to the school at the end of each school year.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Technology will be integratged into the curriculum and utilized in instruction and monitoring for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will utilize web based solutions, including Aware and Forethought to collaboratively plan instruction and assessment.			✓
2) Teachers will utilize instructional technology with all students.			✓
3) Teachers will integrate opportunities for students to apply digital tools to gather, evaluate, and use information.			✓
4) Teachers will integrate opportunities for students to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			✓
5) Teachers will integrate opportunities for students to demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.			✓
6) The District web based Parent Connection program will be available for parents to monitor students' grades and attendance throughout the year.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All faculty and staff will be provided with technology focused professional development.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Training for the Eduphoria suite (Aware, Forethought, APPRAISE, Workshop, and Formspace) will be provided for all new faculty and administrative personnel; support staff will be provided with training as needed. Follow up training will be provided as needed.			✓
2) Provide focused professional development that is offered in a variety of settings to meet the needs of a diverse faculty and staff. Professional development will be offered face-to-face and in synchronous and asynchronous online environments.			✓
3) Continue to provide on-going training for teachers on instructional technology used in their classroom, including Promethean Boards, document cameras, effective software and digital tablets.			✓
4) Continue specific training for effective use of Promethean Boards for lesson development and problem solving.			✓
5) Develop highly trained and informed administrative personnel by providing opportunities for attending Professional Development on utilizing technology through the use of digital tablets and effective software.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Dr. Kirk Lewis Career and Technical High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: CTHS will increase STAAR EOC performance by 5% for special education and limited English proficient students through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement, monitor, and adjust support facilitation (SF) teacher schedules to ensure student success in SF classes.			
2) Provide staff development for special education support facilitation staff to develop collaborative teaching and planning with regular education teaching staff.			
3) Observe 100% of support facilitation teachers using accessibility and accommodation strategies.			
4) Observe 100% of sheltered observation instructional protocol (SIOP) strategies, which will be provided through customized professional development with specialists and based on data and T-TESS foals, being implemented in SIOP and LEP classes.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: CTHS will effectively and efficiently implement, monitor and adjust our tutorial, intervention, and extended day offerings for students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop, implement, and monitor an electronic system for students and teachers to schedule appointments and attend internal tutorials (Reboot) on campus four days per week.			
2) Develop, implement, and monitor the level of student engagement and quality of instructional tasks implemented during planned intervention and enrichment (PIE) time each day.			
3) Develop, implement, and monitor the organization and benefits of extended day services every Wednesday afternoon at CTHS.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: CTHS students will demonstrate an increase in performance at the satisfactory, final recommended, and advanced levels on all STAAR EOC examinations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students on the ELA I STAAR examination will increase from 87% to 90% satisfactory, from 64% to 66% at the final recommended level, and from 11% to 13% at the advanced level.			
2) Students on the ELA II STAAR examination will increase from 84% to 88% satisfactory, from 58% to 60% at the final recommended level, and from 5% to 8% at the advanced level.			
3) Students on the Algebra I STAAR examination will increase from 92% to 94% at the satisfactory level, from 59% to 61% at the final recommended level, and from 25% to 27% at the advanced level.			
4) Students on the Biology STAAR examination will maintain 100% at the satisfactory level, increase from 91% to 93% at the final recommended level, and from 39% to 41% at the advanced level.			
5) Students on the U. S. History STAAR examination will increase from 99% to 100% at the satisfactory level, from 72% to 75% at the final recommended level, and from 32% to 34% at the advanced level.			
6) CTHS will maximize the effectiveness of personnel and staff to meet the unique academic needs of all students.			
7) CTHS will utilize Edgenuity to support students in recovering and regaining academic credits.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: CTHS will ensure that all students possess postsecondary skills necessary for career and college success through daily access to blended learning and other digital learning strategies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS teaching staff will regularly utilize blended learning instructional strategies.			
2) CTHS will implement, monitor, and adjust personalized learning with a team of ninth grade core teachers as part of the PISD Connect program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: CTHS will continue to develop and promote the exploration of post secondary career and educational opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will maximize the College Now program to effectively provide both career and college readiness opportunities for students.			
2) CTHS will maximize the AVID elective to effectively provide support and strategies for students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: CTHS will create and implement vertical team planning for Pre-Advanced Placement and Advanced Placement instructors on a regular basis.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will create and implement vertical team planning meetings and discussions for Pre-AP and Advanced Placement (AP) core subject instructors.			
2) CTHS will increase the total number of AP examinations administered by 5% during the 2016-17 school year and the number of students earning a qualifying score of 3, 4, or 5 on all AP exams by 5 % during the 2016-17 school year.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: CTHS will maintain a 90% or higher retention rate for all campus instructional staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will maintain a 90% or higher retention rate for all campus instructional staff through access to high quality training, leadership opportunities, creativity to meet the needs of unique students, and access to technology.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: CTHS will work collaboratively with Pasadena ISD Career & Technical Education staff to determine, implement appropriate curriculum and offer testing opportunities as possible for an appropriate industry-recognized certification for students in every pathway.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will work collaboratively with Pasadena ISD Career & Technical Education district staff to develop list of available, appropriate, industry-recognized certifications for every pathway.	✓	✓	✓
2) CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and testing opportunities for all students.			
3) CTHS staff will meet the unique needs of CTHS students based on language, academics, and career.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: CTHS will work collaboratively with local business, industry, community and educational stakeholders to establish new or expand existing business and industry advisory groups for all CTE pathways.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS administrative team will work collaboratively with CTE district staff and CTE pathway instructors to determine level of implementation of business and industry advisory groups for all pathways.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: CTHS will increase the number of business partnerships for each program pathway that will result in expanded field experiences, internships, financial support, equipment donations, and professional collaboration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS will work collaboratively with PISD CTE staff, CTE pathway instructors, and local business, industry and educational to increase the number of business partnerships for each pathway.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: CTHS will develop and implement a tiered-series of lessons and activities to be delivered through homeroom classes focused on the development and growth of personal skills necessary for career and post secondary success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS counseling staff will develop and train homeroom teachers to implement a tiered series of lessons and activities to be delivered through homeroom classes that focus on the development and growth of personal skills necessary for career and post-secondary success.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: CTHS will utilize the Safe & Civil Team to develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTHS Safe & Civil Team will develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Fisher Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During the 2016-2017 school year, Fisher teachers will implement the district curriculum using research based instructional strategies in real life applications that are rigorous and will ensure all students meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide campus based staff development to ensure consistent implementation of the district curriculum, scope and sequence, and rigor and relevant standards across the building.	✓	✓	✓
2) Implement balanced literacy /guided reading in every grade level across the building.	✓	✓	✓
3) Provide small group instruction in math in every grade level across the building.	✓	✓	✓
4) A team of teachers in grades PK-4 will participate in the district literacy cohort bringing the information back to the building to share the information in PLC meetings.	✓	✓	✓
5) Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks.	✓	✓	✓
6) Align instructional strategies in writing for all grade levels through the use of Lucy Calkins' Units of Study, grade level TEKS, 6+1 Traits of Writing, Writing Academy , and Six Traits (Pre-K - 4th Grade), Ford Ferrier, PISD Writing Plan	✓	✓	✓
7) Fisher teachers in grades K-4 will follow the district curriculum in science and provide hands-on activities.	✓	✓	✓
8) PLC's will meet for collaboration in all curriculum areas in every grade level to enhance knowledge and increase effective teaching strategies.	✓	✓	✓
9) Implement vertical curriculum teams on campus to align programs and instructional strategies in grades Pre-K through 4th (including general ed, bilingual ed, and special ed staff).	✓	✓	✓
10) Common assessments (CBA's, bundled assessments, iStation reports, Rigby, Quick Checks) will be used at data team meetings in order to plan instruction, enrichment, and intervention.	✓	✓	✓
11) Walk throughs will be conducted to monitor the implementation of district curriculum, scope and sequence, and research based instructional strategies.	✓	✓	✓
12) Create campus master schedule to provide a common planning time for grade level teams of teachers and promote time for PLC's in addition to providing the greatest amount of learning time.	✓	✓	✓
13) 9 Week team planning will be conducted to provide a forum for grade level teachers to plan instruction and share instructional strategies.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the 2016-2017 school year, data disaggregation will drive instruction and intervention so that 85% of all students master the grade level TEKS.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review campus data with subgroup analysis of student performance on state assessment disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education.	✓	✓	✓
2) Discuss campus data with the entire campus in order to determine strengths and weaknesses across the building.	✓	✓	✓
3) Review data on common assessments every nine weeks with each grade level team, specifically analyzing performance by ethnicity, economic status, ELL, and special education.	✓	✓	✓
4) Grade level data teams will meet every three weeks to review common assessment data to plan intervention and enrichment activities.	✓	✓	✓
5) Administrators will meet with individual teachers 3 times a year to review data on the students they teach focusing on performance according to ethnicity, economic status, ELL, and special education.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: During the 2016-2017 school year, staff development will be provided to teachers and paraprofessionals that focuses on effective instructional strategies and behavior management techniques that enable them to meet the needs of all students and close the gaps in student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop a staff development plan using data from needs assessment, staff input that is differentiated and designed to strengthen the skills of all teachers.	✓	✓	✓
2) Provide campus based training to team leaders on leading PLC and data team meetings with their grade levels.	✓	✓	✓
3) Provide staff development on balanced literacy/guided reading & Writing plan	✓	✓	✓
4) Provide staff development based best practices in math. Provide training on new math TEKS for the 2016-2017 school year.	✓	✓	✓
5) Provide staff development for teachers and paraprofessionals on Conscious Discipline focusing on conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
6) Provide differentiated staff development on technology integration and productivity.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: During the 2016-2017 school year Fisher will implement reading and math initiatives designed to increase the reading and math skills of all students and as a result meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Maximize and promote the use of Accelerated Reading across the campus	✓	✓	✓
2) Administer Rigby reading assessment three times a year to assess growth and to design instruction at each student's individual level.	✓	✓	✓
3) Dyslexia teacher will meet with reading teachers to provide information on the needs of students identified with dyslexia as well as interventions for students who are experiencing difficulty in reading.	✓	✓	✓
4) Provide open circulation of the library to facilitate student access to books.	✓	✓	✓
5) Reading resources will be provided for teachers.	✓	✓	✓
6) Forde-Ferrier Reading resources will be provided for teachers to use in their classrooms.	✓	✓	✓
7) Purchase Forde-Ferrier reading/math workbooks for teachers to use as supplemental material and intevention.	✓	✓	✓
8) New books will be provided for the library in order to provide a variety of reading material across genres.	✓	✓	✓
9) Reading and Math coaches will provide staff development, coaching, and support of all classroom teachers.	✓	✓	✓
10) Title I paraprofessionals will work, under the direction of the Math and Reading coaches, with students in order to increase student achievement	✓	✓	✓
11) Reading A-Z will be purchased for teachers to use to increase the amount of leveled reading material	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During the 2016-2017 school year Fisher will provide a variety of learning opportunities for the gifted and talented students to meet their needs and provided enrichment opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention and enrichment time where teachers use research based strategies and computer programs for gifted students to enrich students' learning experience.	✓	✓	✓
2) Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities.	✓	✓	✓
3) Encourage and promote student participation in G/T Summer Exploration Camp.	✓	✓	✓
4) Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: During the 2016-2017 school year, Fisher will provide differentiated instruction to at-risk students in an effort to provide opportunity for success in the classroom as well as perform at or above the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention time (Tiger Time) where teachers use research based strategies and computer based instruction for struggling students to reinforce specific areas where students are experiencing difficulty.	✓	✓	✓
2) Fisher will provide extended day monies in Spring 2017 to teachers/staff to tutor students who are struggling to master grade level TEKS.	✓	✓	✓
3) Provide incentives for students to master math facts & reach appropriate reading levels each 9-weeks	✓	✓	✓
4) Provide incentives for participation in AR Reading program & participate in their Math Facts	✓	✓	✓
5) Forde-Ferrier Intervention material will be purchased for use in the 3rd & 4th grade.	✓	✓	✓
6) Purchase Mentoring Minds materials for the extended day tutors to use.	✓	✓	✓
7) AIMS Web will be utilized to monitor progress of at-risk students.	✓	✓	✓
8) Fisher will participate in CIS program to provide reading assistance and enrichment to our 3rd and 4th graders.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 7: During the 2016-2017 school year Fisher will employ instructional strategies targeted to assist English language learners as well as provide staff development to teachers to hone their skills in an effort to ensure academic performance will equal or exceed that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will implement a dual language one-way and two-way program for the ELL's.	✓	✓	✓
2) Fisher K - 2 Dual Language teachers will participate in Estrellita training to provide literacy intervention to their ELL students.	✓	✓	✓
3) Fisher will provide interventions for migrant and recent immigrant students.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 8: During the 2016-2017 school year Fisher will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and teacher effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conscious discipline strategies will be introduced and discussed on the morning announcements.	✓	✓	✓

2) District BRT will observe classrooms and provide strategies to teachers to assist students who are experiencing behavior issues.	✓	✓	✓
3) Fisher will house the district's disciplinary alternative education center.	✓	✓	✓
4) Teachers will implement conscious discipline strategies specifically targeting conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
5) Staff development will be provided to the staff on CHAMPS and conscious discipline strategies and techniques to be implemented across the building.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: During the 2016-2017 school year, Fisher will implement coordinated school health plans to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Universal breakfast will be provided for all students at Fisher.	✓	✓	✓
2) All 3rd, 4th grade students will participate in the fitness gram.	✓	✓	✓
3) Nutrition classes will be provided for parents.	✓	✓	✓
4) ABC Dental will provide classes on dental health to parents.	✓	✓	✓
5) Staff development will be provided to staff and parents on the use of the Activelife website.	✓	✓	✓
6) Fisher will hold a Walk for Diabetes in an effort to increase awareness for diabetes and a Walk for Sight to support the Pasadena Lions Club and Sight for See.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: During the 2016-2017 school year, Fisher teachers will implement the district curriculum using research based instructional strategies in real life applications that are rigorous and will ensure all students meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide campus based staff development to ensure consistent implementation of the district curriculum, scope and sequence, and rigor and relevant standards across the building.	✓	✓	✓
2) Implement balanced literacy /guided reading in every grade level across the building.	✓	✓	✓
3) Provide small group instruction in math in every grade level across the building.	✓	✓	✓

4) A team of teachers in grades PK-4 will participate in the district literacy cohort bringing the information back to the building to share the information in PLC meetings.	✓	✓	✓
5) Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks.	✓	✓	✓
6) Align instructional strategies in writing for all grade levels through the use of Lucy Calkins' Units of Study, grade level TEKS, 6+1 Traits of Writing, Writing Academy , and Six Traits (Pre-K - 4th Grade), Ford Ferrier, PISD Writing Plan	✓	✓	✓
7) Fisher teachers in grades K-4 will follow the district curriculum in science and provide hands-on activities.	✓	✓	✓
8) PLC's will meet for collaboration in all curriculum areas in every grade level to enhance knowledge and increase effective teaching strategies.	✓	✓	✓
9) Implement vertical curriculum teams on campus to align programs and instructional strategies in grades Pre-K through 4th (including general ed, bilingual ed, and special ed staff).	✓	✓	✓
10) Common assessments (CBA's, bundled assessments, iStation reports, Rigby, Quick Checks) will be used at data team meetings in order to plan instruction, enrichment, and intervention.	✓	✓	✓
11) Walk throughs will be conducted to monitor the implementation of district curriculum, scope and sequence, and research based instructional strategies.	✓	✓	✓
12) Create campus master schedule to provide a common planning time for grade level teams of teachers and promote time for PLC's in addition to providing the greatest amount of learning time.	✓	✓	✓
13) 9 Week team planning will be conducted to provide a forum for grade level teachers to plan instruction and share instructional strategies.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 11: During the 2016-2017 school year, data disaggregation will drive instruction and intervention so that 85% of all students master the grade level TEKS.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review campus data with subgroup analysis of student performance on state assessment disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education.	✓	✓	✓
2) Discuss campus data with the entire campus in order to determine strengths and weaknesses across the building.	✓	✓	✓
3) Review data on common assessments every nine weeks with each grade level team, specifically analyzing performance by ethnicity, economic status, ELL, and special education.	✓	✓	✓
4) Grade level data teams will meet every three weeks to review common assessment data to plan intervention and enrichment activities.	✓	✓	✓
5) Administrators will meet with individual teachers 3 times a year to review data on the students they teach focusing on performance according to ethnicity, economic status, ELL, and special education.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 12: During the 2016-2017 school year, staff development will be provided to teachers and paraprofessionals that focuses on effective instructional strategies and behavior management techniques that enable them to meet the needs of all students and close the gaps in student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop a staff development plan using data from needs assessment, staff input that is differentiated and designed to strengthen the skills of all teachers.	✓	✓	✓
2) Provide campus based training to team leaders on leading PLC and data team meetings with their grade levels.	✓	✓	✓
3) Provide staff development on balanced literacy/guided reading & Writing plan	✓	✓	✓
4) Provide staff development based best practices in math. Provide training on new math TEKS for the 2016-2017 school year.	✓	✓	✓
5) Provide staff development for teachers and paraprofessionals on Conscious Discipline focusing on conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
6) Provide differentiated staff development on technology integration and productivity.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 13: During the 2016-2017 school year Fisher will implement reading and math initiatives designed to increase the reading and math skills of all students and as a result meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Maximize and promote the use of Accelerated Reading across the campus	✓	✓	✓
2) Administer Rigby reading assessment three times a year to assess growth and to design instruction at each student's individual level.	✓	✓	✓
3) Dyslexia teacher will meet with reading teachers to provide information on the needs of students identified with dyslexia as well as interventions for students who are experiencing difficulty in reading.	✓	✓	✓
4) Provide open circulation of the library to facilitate student access to books.	✓	✓	✓
5) Reading resources will be provided for teachers.	✓	✓	✓
6) Forde-Ferrier Reading resources will be provided for teachers to use in their classrooms.	✓	✓	✓
7) Purchase Forde-Ferrier reading/math workbooks for teachers to use as supplemental material and intevention.	✓	✓	✓
8) New books will be provided for the library in order to provide a variety of reading material across genres.	✓	✓	✓
9) Reading and Math coaches will provide staff development, coaching, and support of all classroom teachers.	✓	✓	✓

10) Title I paraprofessionals will work, under the direction of the Math and Reading coaches, with students in order to increase student achievement	✓	✓	✓
11) Reading A-Z will be purchased for teachers to use to increase the amount of leveled reading material	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 14: During the 2016-2017 school year Fisher will provide a variety of learning opportunities for the gifted and talented students to meet their needs and provided enrichment opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention and enrichment time where teachers use research based strategies and computer programs for gifted students to enrich students' learning experience.	✓	✓	✓
2) Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities.	✓	✓	✓
3) Encourage and promote student participation in G/T Summer Exploration Camp.	✓	✓	✓
4) Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 15: During the 2016-2017 school year, Fisher will provide differentiated instruction to at-risk students in an effort to provide opportunity for success in the classroom as well as perform at or above the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention time (Tiger Time) where teachers use research based strategies and computer based instruction for struggling students to reinforce specific areas where students are experiencing difficulty.	✓	✓	✓
2) Fisher will provide extended day monies in Spring 2017 to teachers/staff to tutor students who are struggling to master grade level TEKS.	✓	✓	✓
3) Provide incentives for students to master math facts & reach appropriate reading levels each 9-weeks	✓	✓	✓
4) Provide incentives for participation in AR Reading program & participate in their Math Facts	✓	✓	✓
5) Forde-Ferrier Intervention material will be purchased for use in the 3rd & 4th grade.	✓	✓	✓
6) Purchase Mentoring Minds materials for the extended day tutors to use.	✓	✓	✓
7) AIMS Web will be utilized to monitor progress of at-risk students.	✓	✓	✓
8) Fisher will participate in CIS program to provide reading assistance and enrichment to our 3rd and 4th graders.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 16: During the 2016-2017 school year Fisher will employ instructional strategies targeted to assist English language learners as well as provide staff development to teachers to hone their skills in an effort to ensure academic performance will equal or exceed that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will implement a dual language one-way and two-way program for the ELL's.	✓	✓	✓
2) Fisher K - 2 Dual Language teachers will participate in Estrellita training to provide literacy intervention to their ELL students.	✓	✓	✓
3) Fisher will provide interventions for migrant and recent immigrant students.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 17: During the 2016-2017 school year Fisher will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and teacher effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conscious discipline strategies will be introduced and discussed on the morning announcements.	✓	✓	✓
2) District BRT will observe classrooms and provide strategies to teachers to assist students who are experiencing behavior issues.	✓	✓	✓
3) Fisher will house the district's disciplinary alternative education center.	✓	✓	✓
4) Teachers will implement conscious discipline strategies specifically targeting conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
5) Staff development will be provided to the staff on CHAMPS and conscious discipline strategies and techniques to be implemented across the building.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 18: During the 2016-2017 school year, Fisher will implement coordinated school health plans to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Universal breakfast will be provided for all students at Fisher.	✓	✓	✓

2) All 3rd, 4th grade students will participate in the fitness gram.	✓	✓	✓
3) Nutrition classes will be provided for parents.	✓	✓	✓
4) ABC Dental will provide classes on dental health to parents.	✓	✓	✓
5) Staff development will be provided to staff and parents on the use of the Activelife website.	✓	✓	✓
6) Fisher will hold a Walk for Diabetes in an effort to increase awareness for diabetes and a Walk for Sight to support the Pasadena Lions Club and Sight for See.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 19: During the 2016-2017 school year, Fisher teachers will implement the district curriculum using research based instructional strategies in real life applications that are rigorous and will ensure all students meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide campus based staff development to ensure consistent implementation of the district curriculum, scope and sequence, and rigor and relevant standards across the building.	✓	✓	✓
2) Implement balanced literacy /guided reading in every grade level across the building.	✓	✓	✓
3) Provide small group instruction in math in every grade level across the building.	✓	✓	✓
4) A team of teachers in grades PK-4 will participate in the district literacy cohort bringing the information back to the building to share the information in PLC meetings.	✓	✓	✓
5) Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks.	✓	✓	✓
6) Align instructional strategies in writing for all grade levels through the use of Lucy Calkins' Units of Study, grade level TEKS, 6+1 Traits of Writing, Writing Academy , and Six Traits (Pre-K - 4th Grade), Ford Ferrier, PISD Writing Plan	✓	✓	✓
7) Fisher teachers in grades K-4 will follow the district curriculum in science and provide hands-on activities.	✓	✓	✓
8) PLC's will meet for collaboration in all curriculum areas in every grade level to enhance knowledge and increase effective teaching strategies.	✓	✓	✓
9) Implement vertical curriculum teams on campus to align programs and instructional strategies in grades Pre-K through 4th (including general ed, bilingual ed, and special ed staff).	✓	✓	✓
10) Common assessments (CBA's, bundled assessments, iStation reports, Rigby, Quick Checks) will be used at data team meetings in order to plan instruction, enrichment, and intervention.	✓	✓	✓
11) Walk throughs will be conducted to monitor the implementation of district curriculum, scope and sequence, and research based instructional strategies.	✓	✓	✓
12) Create campus master schedule to provide a common planning time for grade level teams of teachers and promote time for PLC's in addition to providing the greatest amount of learning time.	✓	✓	✓

13) 9 Week team planning will be conducted to provide a forum for grade level teachers to plan instruction and share instructional strategies.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 20: During the 2016-2017 school year, data disaggregation will drive instruction and intervention so that 85% of all students master the grade level TEKS.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review campus data with subgroup analysis of student performance on state assessment disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education.	✓	✓	✓
2) Discuss campus data with the entire campus in order to determine strengths and weaknesses across the building.	✓	✓	✓
3) Review data on common assessments every nine weeks with each grade level team, specifically analyzing performance by ethnicity, economic status, ELL, and special education.	✓	✓	✓
4) Grade level data teams will meet every three weeks to review common assessment data to plan intervention and enrichment activities.	✓	✓	✓
5) Administrators will meet with individual teachers 3 times a year to review data on the students they teach focusing on performance according to ethnicity, economic status, ELL, and special education.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 21: During the 2016-2017 school year, staff development will be provided to teachers and paraprofessionals that focuses on effective instructional strategies and behavior management techniques that enable them to meet the needs of all students and close the gaps in student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop a staff development plan using data from needs assessment, staff input that is differentiated and designed to strengthen the skills of all teachers.	✓	✓	✓
2) Provide campus based training to team leaders on leading PLC and data team meetings with their grade levels.	✓	✓	✓
3) Provide staff development on balanced literacy/guided reading & Writing plan	✓	✓	✓
4) Provide staff development based best practices in math. Provide training on new math TEKS for the 2016-2017 school year.	✓	✓	✓
5) Provide staff development for teachers and paraprofessionals on Conscious Discipline focusing on conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
6) Provide differentiated staff development on technology integration and productivity.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 22: During the 2016-2017 school year Fisher will implement reading and math initiatives designed to increase the reading and math skills of all students and as a result meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Maximize and promote the use of Accelerated Reading across the campus	✓	✓	✓
2) Administer Rigby reading assessment three times a year to assess growth and to design instruction at each student's individual level.	✓	✓	✓
3) Dyslexia teacher will meet with reading teachers to provide information on the needs of students identified with dyslexia as well as interventions for students who are experiencing difficulty in reading.	✓	✓	✓
4) Provide open circulation of the library to facilitate student access to books.	✓	✓	✓
5) Reading resources will be provided for teachers.	✓	✓	✓
6) Forde-Ferrier Reading resources will be provided for teachers to use in their classrooms.	✓	✓	✓
7) Purchase Forde-Ferrier reading/math workbooks for teachers to use as supplemental material and intevention.	✓	✓	✓
8) New books will be provided for the library in order to provide a variety of reading material across genres.	✓	✓	✓
9) Reading and Math coaches will provide staff development, coaching, and support of all classroom teachers.	✓	✓	✓
10) Title I paraprofessionals will work, under the direction of the Math and Reading coaches, with students in order to increase student achievement	✓	✓	✓
11) Reading A-Z will be purchased for teachers to use to increase the amount of leveled reading material	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 23: During the 2016-2017 school year Fisher will provide a variety of learning opportunities for the gifted and talented students to meet their needs and provided enrichment opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention and enrichment time where teachers use research based strategies and computer programs for gifted students to enrich students' learning experience.	✓	✓	✓
2) Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities.	✓	✓	✓
3) Encourage and promote student participation in G/T Summer Exploration Camp.	✓	✓	✓

4) Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 24: During the 2016-2017 school year, Fisher will provide differentiated instruction to at-risk students in an effort to provide opportunity for success in the classroom as well as perform at or above the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) School wide dedicated intervention time (Tiger Time) where teachers use research based strategies and computer based instruction for struggling students to reinforce specific areas where students are experiencing difficulty.	✓	✓	✓
2) Fisher will provide extended day monies in Spring 2017 to teachers/staff to tutor students who are struggling to master grade level TEKS.	✓	✓	✓
3) Provide incentives for students to master math facts & reach appropriate reading levels each 9-weeks	✓	✓	✓
4) Provide incentives for participation in AR Reading program & participate in their Math Facts	✓	✓	✓
5) Forde-Ferrier Intervention material will be purchased for use in the 3rd & 4th grade.	✓	✓	✓
6) Purchase Mentoring Minds materials for the extended day tutors to use.	✓	✓	✓
7) AIMS Web will be utilized to monitor progress of at-risk students.	✓	✓	✓
8) Fisher will participate in CIS program to provide reading assistance and enrichment to our 3rd and 4th graders.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 25: During the 2016-2017 school year Fisher will employ instructional strategies targeted to assist English language learners as well as provide staff development to teachers to hone their skills in an effort to ensure academic performance will equal or exceed that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will implement a dual language one-way and two-way program for the ELL's.	✓	✓	✓
2) Fisher K - 2 Dual Language teachers will participate in Estrellita training to provide literacy intervention to their ELL students.	✓	✓	✓
3) Fisher will provide interventions for migrant and recent immigrant students.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 26: During the 2016-2017 school year Fisher will sustain a focus on maintaining a safe and disciplined environment conducive

to student learning and teacher effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conscious discipline strategies will be introduced and discussed on the morning announcements.	✓	✓	✓
2) District BRT will observe classrooms and provide strategies to teachers to assist students who are experiencing behavior issues.	✓	✓	✓
3) Fisher will house the district's disciplinary alternative education center.	✓	✓	✓
4) Teachers will implement conscious discipline strategies specifically targeting conflict resolution, anti-bullying, and self regulation.	✓	✓	✓
5) Staff development will be provided to the staff on CHAMPS and conscious discipline strategies and techniques to be implemented across the building.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 27: During the 2016-2017 school year, Fisher will implement coordinated school health plans to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Universal breakfast will be provided for all students at Fisher.	✓	✓	✓
2) All 3rd, 4th grade students will participate in the fitness gram.	✓	✓	✓
3) Nutrition classes will be provided for parents.	✓	✓	✓
4) ABC Dental will provide classes on dental health to parents.	✓	✓	✓
5) Staff development will be provided to staff and parents on the use of the Activelife website.	✓	✓	✓
6) Fisher will hold a Walk for Diabetes in an effort to increase awareness for diabetes and a Walk for Sight to support the Pasadena Lions Club and Sight for See.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: During the 2016-2017 school year, Fisher will work with the district special education department to ensure all the needs of each student are met and Fisher is 100% compliant with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor ARD time lines for initial, anniversary, and review ARDs. Ensure all IDEA components are addressed during the ARD process.	✓	✓	✓
2) Fisher will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss accelerated instruction/intensive program of instruction.	✓	✓	✓
3) Fisher will work collaboratively with the district special education department to ensure initial evaluations to determine special education eligibility are completed within the required time lines.	✓	✓	✓
4) Fisher will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
5) Fisher will work collaboratively with the district special education office to document appropriate state assessment decision-making process for students with disabilities by (1) use of data from progress monitoring, CBA's, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD document clearly delineate the need for STAAR M/Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR A and STAAR alternative participation requirement forms.	✓	✓	✓
6) Fisher will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196-restraint training and Texas Behavior Support Initiative requirements.	✓	✓	✓
7) Fisher will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
8) Fisher will follow district procedures in addressing transition requirements for students with disabilities.	✓	✓	✓
9) Fisher will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	✓	✓	✓
10) Fisher administrators, special education staff, district special education staff will meet to review AYP data and determine any areas that need to be addressed.	✓	✓	✓
11) Fisher will provide instruction on special education students' IEP goals and objectives in an effort to achieve progress through the ABLE and SUCCESS programs as well as in the resource and inclusion setting.	✓	✓	✓
12) Administrators will attend staff development on special education in the areas of autism and legal updates.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By May 2017, Fisher will provide career and college exploration opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will participate in college weeks.	✓	✓	✓
2) Counselor will provide classroom lessons on career planning in all 4th grade classrooms.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January 2017, all Fisher teachers and paraprofessionals will be highly qualified and efforts will be made to retain and develop the highly qualified staff through staff development and support systems.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teacher representatives from each grade level will attend 9 week focus training.	✓	✓	✓
2) All Fisher staff will be highly qualified according to NCLB.	✓	✓	✓
3) Provide team building activities for the staff.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By May 2017 a parental involvement program will be established and implemented at Fisher to increase collaborative partnerships and encourage all parents to be an active partner in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will employ a Counselor/Parent Coordinator to work with parents and student in need.	✓	✓	✓
2) Counselor and CIS worker will hold a volunteer breakfast in an effort to solicit parent volunteerism at Fisher.	✓	✓	✓
3) A variety of parent education classes such as nutrition classes, helping your child with homework and study skills class, and etc. will be planned for parents.	✓	✓	✓
4) Monthly family literacy and parent involvement events will be held by the counselor.	✓	✓	✓
5) Fisher will partner with Community in Schools to provide a CIS worker in our school.	✓	✓	✓
6) Fisher will hold a Cinco De Mayo Day celebration	✓	✓	✓
7) Fisher will hold a Parent Volunteer Appreciation breakfast	✓	✓	✓
8) Fisher will hold a Fisher Family Day inviting all grandparents and family members to visit the school, watch each grade perform, and participate in classroom lead activities.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By May 2017, Fisher will increase its business and community partnerships.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselor and CIS worker will foster relationships with local businesses and community organizations in an effort to create opportunities for our children and parents.	✓	✓	✓
2) AVANCE program to promote health and weallness for parents with child of 0-3 years, will be at Fisher once a week on Wednesdays for 3-hours each week	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By May 2017, Fisher will increase teacher and student access to technology according to the district technology plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Every classroom will have 5 computers to use for computer assisted instruction for enrichment and intervention.	✓	✓	✓
2) C.O.W.s will be used by teachers integrated into their whole group lessons to increase student achievement and technology skill development.	✓	✓	✓
3) LRS will use ereaders with students.	✓	✓	✓
4) Wands will be purchased for all 1st grade classes to use with the Promethean boards.	✓	✓	✓
5) Headsets will be provided for the classroom computers.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 8: Students will be provided a variety of opportunities to enrich their background knowledge.

Performance Objective 1: By May 2016 students will be given varied opportunities to be exposed to the community around them as well as the arts in order to build background knowledge.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Houston Grand Opera will perform for the student the opera, Cinderella in Spain	✓	✓	✓
2) 4h Grade students will attend the musical arts program at Sam Rayburn High School	✓	✓	✓
3) 4th Grade students will attend the Houston Symphony	✓	✓	✓
4) All students will attend a performance of a ventriloquist--Nana Pudding Jan. 20, 2017	✓	✓	✓
5) Fisher students will perform 4 music programs throughout the school year.	✓	✓	✓
6) All Fisher Students will participate in at least one educational experience field trips around the city.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 9: Opportuinties will be provided for students to learn and exhibit leadership skills.

Performance Objective 1: By June of 2016 several opportunities will be provided for students to particate in leadership building activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fisher will have a student council and will attend a local SC conference.	✓	✓	✓
2) Fisher student council will participate in the organization of the school wide Diabetes Walk.	✓	✓	✓
3) Fisher Counselor with the help of Fisher Student Council will hold a holiday food drive.	✓	✓	✓
4) Fisher ABLE program will lead the school in autism awareness activities and fundraiser to benefit Autism Speaks.	✓	✓	✓
5) Fisher Choir and Handbell group will perform at the Colonial Oaks Assistive Living facility.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Frazier Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement the district scope and sequence for all courses in grades PK-4.	✓	✓	✓
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	✓	✓	✓
3) Integrate relevant literacy skills across all content areas.	✓	✓	✓
4) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas.	✓	✓	✓
5) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	Some Progress		✓
6) Use on-line databases, eBooks, books, and other resources for specific TEKS.	✓	✓	✓
7) Provide staff development on utilization of on-line databases and resources.	✓	✓	✓
8) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	✓	✓	✓
9) Build and convene content area curriculum teams to share successful implementation of research based instructional practices.	✓	✓	✓
10) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	✓	✓	✓
11) Develop and provide research based instructional strategies and staff development plan for technology integration.	Considerable	Considerable	Considerable
12) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	✓	✓	✓
13) Implement gradual release model for lesson design and delivery.	✓	✓	✓

✓ = Accomplished Considerable = Considerable Some Progress = Some Progress No Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	✓	✓	✓
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
6) Use data disaggregation to drive instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	✓	✓	✓
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	✓	✓	✓
6) Establish and support campus PLCs.	✓	✓	✓
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the program.	✓	✓	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels	✓	✓	✓
5) Provide staff development about reading strategies	✓	✓	✓
6) Provide library books and on-line resources to support all learning styles.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			✓
2) Promote G/T Summer Exploration Camp opportunities.			✓
3) G/T students will participate in the Texas Performance Standards Project.			✓
4) Students will be clustered and instructed by G/T certified teachers.	✓	✓	✓
5) Promote participation in the Duke Talent Search program in 4th grade.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	✓	✓	✓
2) Ensure the implementation of 504 accommodations for eligible students.	✓	✓	✓
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓

4) Implement research-based programs designed to accelerate student learning.	✓	✓	✓
5) Provide additional and individualized support to parents of at risk students.	✓	✓	✓
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	●		✓
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.	✓	✓	✓
8) Provide intervention services through extended day, SMART time, and extended year programs incorporating TEKS requirements based on current year data.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.	✓	✓	✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	✓	✓	✓
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.	✓	✓	✓
4) Implement the ESL scope and sequence at all grade levels.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	✓	✓	✓
3) Create a crisis management plan, including safety drills	✓	✓	✓
4) Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
5) Provide Gang Awareness training and Character Education programs.	✓	✓	✓

6) Utilize behavior specialist to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors.	✓	✓	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	✓	✓	✓
4) Administer Fitnessgram and use reports to drive instruction.			✓
5) Provide parent education opportunities for coordinated school health.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	✓	✓	✓
3) Use grades and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district-wide grade and/or content appropriate standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.	✓	✓	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	◔		✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	◔		✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed with the required timelines.	◔		✓
5) Campuses will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Accomodated and STAAR Alternative Participation Requirement Forms	✓	✓	✓
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Provide instructional materials and training for all teachers working with students with disabilities.	✓	✓	✓
10) Special education teachers are included in training given in the area of dyslexia and other related disorders.	✓	✓	✓
11) Monitor the number of students with disabilities being served in least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: During the school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support to administer the Istation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom."	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.	◕		◕
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			✓
2) Establish higher education promotion campaigns.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education on various topics.	◔		✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	✓	✓	✓
4) Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions.	◔		✓
5) Provide parent workshops regarding reading with children, online resources and eBooks.	◔		✓
6) Provide educational resources for parents on the website.	✓	✓	✓
7) Provide instructional resources for parents to utilize at home with their child.	✓	✓	✓
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.	✓	✓	✓
9) Provide information that can be utilized with students and parents in the interpretation of test results.	◔		✓
10) Implement Give Me Five Parent Volunteer Partnership program.	◔		✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◕		◕
2) Promote student/parent/business involvement through volunteerism.	✓	✓	✓
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc)	✓	✓	✓
4) Participate in the "See to Succeed" program.	◔		✓

5) Collaborate with the campus PTO to increase the amount of business partnerships we have, as well as provide family events to increase parent involvement at school.	✓	✓	✓
6) Implement Campus Spotlight and/or awards for exceptional service (Teacher of the Year, Paraprofessional of the Year, Volunteers of the Year, etc.)	●		✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide opportunities to attend training in behavior management.	✓	✓	✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	✓	✓	✓
4) Implementation of safety crisis management plans, including safety drills.	◔		✓
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
6) Provide training opportunities for gang awareness and character education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.	✓	✓	✓
9) Implement an age-appropriate and vertically-aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide staff development opportunities for all employees for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	◔		✓
2) Establish protocols for safety procedures for field trips.	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	✓	✓	✓
2) Provide support for student and staff participation in service learning opportunities.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 6: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			✓
2) Provide opportunities to attend training in behavior management.			✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related event, or in a vehicle operated by the District and that: has the effect of will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enoght that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (local).			✓
4) Implementation of safety crisis management plans, including safety drills.			✓
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			✓
6) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (local). Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so sever, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational environment; has the purpose or effect of substantially or unreasonable interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			✓
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			✓
8) Implement an age-appropriate and vertically-aligned guidance curriculum.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for all employees for CPR/AED training and response to campus emergencies.			✓

2) Provide training opportunities for all employees on: Blood-borne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			✓
2) Establish protocols for safety procedures for field trips.			✓
3) Provide opportunities for employees to be trained in personal safety.			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			✓
2) Provide support for student and staff participation in service learning opportunities.			◕
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Freeman Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs (SG Writing)			
2) Implement the district scope and sequence for all courses in grades PK-4. (SG Writing)			
3) Provide campus based staff develoment to ensure consistent implementation of curriculum and rigor and relevance standards. (SG Writing)			
4) Integrate relevant literacy skills across all content areas. (SG Writing)			
5) Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas. (SG Writing)			
6) Ensure that science classes incorporate writing aligned with the state science TEKS			
7) Use on-line databases, eBooks, books, and other resources for specific TEK instruction			
8) Provide staff development on utilization of on-line resources			
9) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveld readers, and authentic projects. (SG Writing)			
10) Build and convene content area curriculum teams to share successful implementation of research based instructional practices. (SG Writing)			
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (SG Writing)			
12) Develop and provide research based instructional strategies and staff development plan for technology integration			
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (SG Writing)	✓	✓	✓
14) Implement gradual release model for lesson design and delivery. (SG Writing)			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During this school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroups student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. (SG Writing)			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. (SG Writing)			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction. (SG Writing)			
6) Use data disaggregation to drive instruction. (SG Writing)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During this school year, deliver staff development to all teachers that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff develpments on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunitites for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. (SG Writing)			
6) Establish and support campus PLC's. (SG Writing)			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By the end of the year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the program.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to the teachers regarding special reading needs of dyslexia students.		✓	✓
4) Identify student reading levels to monitor reading improvement and align materials to their instructional levels.			
5) Provide staff development about reading strategies			
6) Provide library books and on-line resources to support all learning styles.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During this school year, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures		✓	✓
2) Promote G/T Summer Exploration Camp opportunities			
3) G/T students will participate in the Texas Performance Standards Project.		✓	✓
4) Students will be clustered and instructed by G/T certified teachers.			
5) Promote participation in the Duke Talent Search program in 4th grade			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a protion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.		✓	✓
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering grade-level TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Participate in transition meetings to support ELL students as they transition from 4th to 5th grade.			
6) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
7) Provide intervention services through extended day, extended year, and PIE time, incorporating TEKS requirements based on current year data.		✓	✓
8) Provide additional support for parents of at-risk students.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 7: During this school year, all staff will receive professional development targeted to assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students, integrate Spanish language books within the library collections.			
2) Provide opportunities for all staff members to attend ESL and ELPS training.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 8: During this school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunties for staff and students			
3) Create a crisis management plan, including safety drills		✓	✓
4) Provide training and implementing effective strategies through safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.		✓	✓
6) Utilize behavior specialist to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors.			
7) Provide staff development concerning the abuse and reporting obligations	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 9: By the end of the school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitness gram and use reports to drive instruction			
5) Provide parent education opportunities for coordinated school health		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 10: During this school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Use district-wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or nonmastery on specific student expectations.	✓	✓	✓
3) Use grades and/or content specific grading rubrics	◔	◔	
4) Use district guidelines regarding the appropriate use of homework	✓	✓	✓
5) Use district-wide grade and/or content appropriate standards	◔	✓	✓
6) Using an RtI model, students who are failing will be identified for and recieve appropriate interventions in a timely manner.	◔	◔	
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During this school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	◔	◔	
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	◔	◔	
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During this school year, the campus will implement writing initiatives designed to increase writing skills of all students as evidenced by exceeding district performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All writing Target Tests will be scored using eduphoria AWARE	◔	✓	✓
2) Teachers will use district "Writing Units of Study" to provide whole group instruction	◔	◔	
3) Teachers will confer with identified students during independent writing time on a weekly basis.	◔	◔	
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 13: During this school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure that initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campuses will work collaboratively with the district special education department to ensure initial evaluations are completed within the required timelines.			
5) Campuses will follow district procedures regarding parental requests for special education evaluations.			
6) Work collaboratively with the district special education department to document appropriate state assessment decision making processes for students with disabilities by 1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress, 2) ensure ARD documents clearly delineate the need for STAAR-A/STAAR-ALT (i.e. PLAAFs, IEPs, deliberations), and 3) utilize district and state required STAAR A and STAAR Alt participation requirement forms.			
7) Work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with restraint training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers working with students with disabilities.			
10) Special education teachers are included in training given in the area of dyslexia and other related disorders.			
11) Monitor the number of students with disabilities being served in the least restrictive environment.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, and ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will develop and promote 21st centurey career and college exploration and preparation programs.

Performance Objective 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunitites.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Students with real world experiences that explore a wide range of careers.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunitiies to new personnel. (SG Writing)			
3) Expand leaderhsip and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. (SG Writing)			
5) Student and teacher access to technology will increase according to the District Technology Plan.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, businesses, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education on various topics.	✓	✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership			
4) Offer workshops for parents of students with reading difficulties.			
5) Provide educational resources for parents on the website	✓	✓	✓
6) Provide instructional resources for parents to utilize at home with their child.			
7) Provide parent workshops regarding reading with children, online resources, and ebooks.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information, and TAPR information.			
9) Provide opportunities for parents to attend computer classes.			
10) Implement Give Me Five Parent Volunteer Partnership program.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students (Student Council, Safety Patrol).		✓	✓
4) Participate in the See to Succeed Program.		✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will embed appropriate technologies throughout the campus to support instructional needs.

Performance Objective 1: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administrer the iStation assessments required by the distict.			
2) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined inthe District Technology Plan.			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Gardens Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.	✓	✓	✓
2) Implement the district scope and sequences for all courses in grades PK to 4	✓	✓	✓
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. .	◔	✓	✓
4) Integrate relevant literacy skills across all content areas.	✓	✓	✓
5) Implement gradual release model for lesson design and delivery.	✓	✓	✓
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	✓	✓	✓
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.	◔	◔	◔
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	◔	◔	◔
9) Provide staff development on utilization of on-line databases and resources.	◔	◔	◔
10) Provide staff with the training and materials necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	◔	◔	✓
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	◔	◔	◔
12) Implement research based strategies, on a daily basis that promote a variety of learner engagement techniques.	✓	✓	✓
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	◔	◔	✓
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction, intervention referrals, and interventions implemented for Tier 2 and 3 students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
7) Establish and support campus PLCs.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs.			
2) Continue and maximize the campus use of Accelerated Reading Instruction.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			
4) Provide staff development about reading strategies.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Intervention Assistance Team (IAT) will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional support to parents of at risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: All staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL (ELDs) scope and sequence at all grade levels. .			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			

5) Provide Gang Awareness training and Character Education programs.	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intevention Plans for students with chronic disruptive behaviors.	◔	◔	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	◔	◔	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	●	●	✓
4) Administer Fitnessgram and use reports to drive instruction.	●	●	✓
5) Provide Parent Education Opportunities for coordinated school health.	●	✓	✓
6) Students will participate in Universal Breakfast.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	✓	✓	✓
3) Use grade and/or content specific grading rubrics	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards	✓	✓	✓

6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During the current school year; increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance			
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines			
3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties.			
4) Campuses will follow district procedures regarding parental request for special education evaluation			
5) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documentation clearly delineates the need for STAAR or STAAR Alt (i.e., PLAFF's, IEPS, deliberations) and (3) utilize District/State required STAAR and STAAR Alternative Participation Requirement Forms			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide training for all teachers working with students with disabilities.			

10) Include special education teachers in training given in the area of dyslexia and related disorders			
11) Monitor the number of students with disabilities being served in least restrictive environments..			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participation in College Week and highlight various colleges and universities throughout the school year.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Allow teachers to observe their peers to enhance their own teaching practices.			
6) Establish Professional Learning Communities to support continuous professional development and planning specific to the student population.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education programs on various topics.	✓	✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	✓	✓	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	✓	✓	✓
5) Implement Give Me Five Parent Volunteer Partnership	✓	✓	✓
6) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	✓	✓	✓
7) Provide instructional resources for parents on the campus website.	○	◔	◕
8) Provide instructional resources for parents to utilize at home with their children.	✓	✓	✓
9) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	✓	✓	✓
10) Provide information that can be utilized with students and parents in the interpretation of test results.	◔	◔	◕

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnership and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◕	✓
2) Promote student/parent/business involvement through volunteerism.	✓	✓	✓
3) Promote service organizations for students in school (National Elementary Honor Society, Safety Patrol etc.)	✓	✓	✓
4) Participate in the "See to Succeed" program	○	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, our will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in Behavior Management.			✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			✓
4) Implementation of safety crisis management plans, including safety drills.	✓	✓	✓
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior			✓
6) Provide training opportunities for Gang Awareness and Character Education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior		✓	✓
9) Implement an age appropriate and vertically aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			✓
2) Establish protocols for safety procedures for field trips	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.		✓	✓
2) Provide support for student and staff participation in service learning opportunities.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Garfield Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Curriculum implementation through campus walkthroughs			
2) Implement the district scope and sequence for all grades PK-4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with the state Science TEKS.			
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the necessary training to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum complacting, use of levelled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide for common planning time for teams of teachers and promote time for PLCs.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at

least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention, 504, and Special Education referral processes.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of all students.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal and team planning as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue to maximize the campus use of Accelerated Reader.			✓
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers about special reading needs of students with dyslexia and other reading disorders.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			✓
6) Provide staff development regarding reading strategies.			
7) Provide library books and online reading resources to support all learning styles.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			✓
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			✓
4) Students will be clustered and instructed by G/T Certified teachers.	✓	✓	✓
5) Implement G/T Pullout Program for identified students.	✓	✓	✓
6) Provide additional field trip for identified G/T students.	✓	✓	✓
7) Promote participation in the Duke Talent Search program in 4th Grade.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS based assessments for early identification of individuals who might be at-risk of not mastering the TEKS.			
4) Implement research based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Continue to provide opportunities for students to participate in the Dual Language program.			
5) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and CD training opportunities for students and staff.			✓
3) Create a crisis management plan, including safety drills.			✓
4) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness and Character Education trainings.			✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.			✓
7) Provide staff development concerning child abuse and reporting obligations.			
8) Create and maintain a PBIS Team that will analyze school safety data and create school-wide procedures.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Establish a Campus Health Advisory Committee (CHAC) to develop and support coordinated school health goals and objectives.			✓
2) Participate in district-wide coordinated school health initiatives.			✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer FitnessGram and use reports to drive instruction.			✓
5) Provide Parent Education opportunities for coordinated school health.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policy and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Use districtwide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards.	◔	◔	◔
6) Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During the current school year increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	◔	◔	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Special Education evaluations to ensure initial referrals to SpEd are conducted within appropriate timelines.	◔	◔	✓
2) Provide staff development opportunities for teachers working with SpEd students who are experiencing reading difficulties.	◔	◔	◔
3) Follow district procedures regarding parental requests for SpEd evaluation.	◔	◔	✓
4) Work collaboratively with SpEd office to document appropriate state assessment decision-making process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) Ensure ARD document clearly delineates the need for STAAR Alt (i.e., PLAFFS, IEPs, deliberations) and (3) utilizing district/state required STAAR Alt participation requirement forms.	◔	◔	✓
5) Work collaboratively with district SpEd office to ensure compliance with SB 1196 dealing with restraint training and Texas Behavior Support Initiative requirements.	◔	◔	✓

6) Follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
7) Provide instructional supplies and training for all teachers working with students with disabilities.	◔	✓	✓
8) Include SpEd teachers in training given in the area of dyslexia and related disorders.	✓	✓	✓
9) Monitor the number of students with disabilities being served in least restrictive environments.	◔	◔	◔
10) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily for any subject, an ARD meeting will be held within 4 weeks or as soon as possible to discuss accelerated instruction/intensive program of instruction.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the 21st century classroom.	◔	◔	◔
3) Increase the integration of technology into instruction, curriculum, and assessment PK-4th as outlined in the district technology plan.	◔	◔	◔
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
3) Students will have meaningful experiences through curriculum connected field trips to expand their exposure to careers and post-secondary possibilities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All Students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide peer observation opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education classes on various topics.			✓
3) Implement Superintendent's Stay In School project/District Attorney partnership.	✗	✗	✗
4) Provide parent workshops regarding reading with children, online resources, and e-books.			
5) Provide educational resources for parents on school website and social media.			✓
6) Provide instructional resources for parents to utilize at home with their child.			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR.			
8) Provide information that can be utilized with students and parents in the interpretation of test results.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (student council, etc.)			
4) Participate in the See to Succeed Program			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline Strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create a crisis management plan, including safety drills.			
5) Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior.			
6) Provide Gang Awareness and Character Education trainings.			
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors.			
8) Provide staff development concerning child abuse and reporting obligations.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			
10) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on Blood Bourne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management	◔	◔	◔
2) Establish protocols for safety procedures on field trips.	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: During the current school year, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities.	◔	◔	✓
2) Provide support for student and staff participation in service learning opportunities.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Genoa Elementary Performance Objectives 2016-2017

Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs. (SG-Writing, Hispanics, ED,ELL)			
2) Implement the district scope and sequences for all courses in grades Pk to 4. (SG-Writing, Hispanics, ED,ELL)			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (SG-Writing, Hispanics, ED,ELL)			
4) Integrate relevant literacy skills across all content areas. (SG-Writing, Hispanics, ED,ELL)			
5) Implement gradual release model for lesson design and delivery. (SG-Writing, Hispanics, ED,ELL)			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (SG-Writing, Hispanics, ED,ELL)			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, ebooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources. (SG-Writing, Hispanics, ED,ELL)			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (SG-Writing, Hispanics, ED,ELL)			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (SG-Writing, Hispanics, ED,ELL)			
12) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (SG-Writing, Hispanics, ED,ELL)			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Implement master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (SG-Writing, Hispanics, ED,ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. (SG-Writing, Hispanics, ED,ELL)			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction. (SG-Writing, Hispanics, ED,ELL)			
6) Use data disaggregation to drive instruction. (SG-Writing, Hispanics, ED,ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. (SG-Writing, Hispanics, ED,ELL)			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (SG-Writing, Hispanics, ED,ELL)			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (SG-Writing, Hispanics, ED,ELL)			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance. (SG-Writing, Hispanics, ED,ELL)			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG-Writing, Hispanics, ED,ELL)			
6) Establish and support campus PLCs. (SG-Writing, Hispanics, ED,ELL)			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (SG-Writing, Hispanics, ED,ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	Considerable	Considerable	Accomplished
2) Provide time and materials for purposeful reading during the school day.	Accomplished	Accomplished	Accomplished
3) Provide information to teachers regarding special reading needs of dyslexia students.	Accomplished	Accomplished	Accomplished
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	Considerable	Considerable	Accomplished
5) Provide staff development about reading strategies.	Considerable	Considerable	Accomplished
6) Provide library books and online resources to support all learning styles.	Considerable	Considerable	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	Considerable	Considerable	Accomplished
2) Promote G/T Summer Exploration Camp opportunities.	No Progress	No Progress	Accomplished
3) Participate in Texas Performance Standards Project.	Some Progress	Considerable	Accomplished
4) Students will be clustered and instructed by G/T Certified teachers.	Accomplished	Accomplished	Accomplished
5) Implement G/T Pullout program for identified students.	Considerable	Considerable	Accomplished
6) Promote participation in the Duke Talent Search program in fourth grade.	No Progress	No Progress	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			✓
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓
5) Implement research-based programs designed to accelerate student learning.			✓
6) Provide additional and individualized support to parents.			✓
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			✓
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			✓
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			✓
4) Implement the ESL scope and sequence at all grade levels.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety

initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			

5) Follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the computer based assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	◔	◔	✓
2) Establish higher education promotion campaigns.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	◔	◔	✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	●	●	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel. (SG-Writing, Hispanics, ED, ELL)			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG-Writing, Hispanics, ELL, ED)			
5) Provide peer observation opportunities. (SG-Writing, Hispanics, ELL, ED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education on various topics.	◔	◔	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	◔	◔	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	◔	◔	✓
5) Provide parent workshops regarding reading with children, online resources and eBooks.	◔	◔	✓
6) Provide educational resources for parents on the website.	✓	✓	✓
7) Provide instructional resources for parents to utilize at home with their child.	✓	✓	✓
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data.	✓	✓	✓
9) Provide parents with information that can be utilized with students and parents in the interpretation of test results.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◔	✓
2) Promote student/parent/business involvement through volunteerism.	◔	◔	✓
3) Promote service organizations for students in school (Student Council, Safety Patrol etc.)	✓	✓	✓
4) Participate in the "See to Succeed" program.	✓	✓	✓

5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers,…).			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in Behavior Management.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures for field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Golden Acres Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigourous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Provide consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.	✓	✓	✓
2) Implement the district scope and sequences for all courses in grades Pk to 4.	✓	✓	✓
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	✓	✓	✓
4) Integrate relevant literacy skills across all content areas.	✓	✓	✓
5) Implement gradual release model for lesson design and delivery.	✓	✓	✓
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	✓	✓	✓
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.	✓	✓	✓
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	✓	✓	✓
9) Provide staff development on utilization of on-line databases and resources.	✓	✓	✓
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	✓	✓	✓
11) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	✓	✓	✓
12) Develop and provide research based instructional strategies and staff development plan for technology integration.	✓	✓	✓
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	✓	✓	✓
14) 15) Provide one day per 9 week period for each team to have a full day of planning time for the next 9 week period. Power PLC Day	✓	✓	✓
15) Follow the District Bilingual Continuum.	✓	✓	✓
16) Follow the Guidelines of the District Guided Reading and Guided Math Training.	✓	✓	✓
17) School wide Writing Wall.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	✓	✓	✓
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
6) Use data disaggregation to drive instruction.	✓	✓	✓
7) Input data in AWARE to identify Student Expectation that needed to be re-taught.	✓	✓	✓
8) Utilize the Assessment Wall to analyze and disaggregate data.	✓	✓	✓
9) Conduct Data PLC meetings to monitor student progress with each grade level once every three weeks.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor	✓	✓	✓
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	✓	✓	✓
6) Establish and support campus PLCs.	✓	✓	✓
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	◔	◔	◔
8) Teachers will attend Guided Reading training.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 5: Implement reading and writing initiatives designed to increase reading and writing skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Continue/maximize the campus use of Accelerated Reading Instruction.	✓	✓	✓
3) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
4) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	✓	✓	✓
6) Provide staff development about reading strategies.	✓	✓	✓

7) Provide library books and online resources to support all learning styles.	✓	✓	✓
8) Implement many school wide programs through the library: Bi Annual Book Swap, Bookfairs, AR incentives, Read for the Record, Gotta Keep Reading, Blue Bonnet Voting, Brown Bag Bookies, Law & Constitution Day, Book Character Parade, Summer Book Club, DEAR time, Birthday Book Club, Mardi Gras Book Floats, Family Game Night/ Dr. Suess Week and 2x2.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	✓	✓	✓
2) Promote G/T Summer Exploration Camp opportunities and Chess club during the school year.	✓	✓	✓
3) Participate in Texas Performance Standards Project.	✓	✓	✓
4) Students will be clustered and instructed by G/T Certified teachers.	✓	✓	✓
5) Implement G/T Pullout program for identified students.	✓	✓	✓
6) Promote participation in the Duke Talent Search program in fourth grade.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	✓	✓	✓
2) Ensure the implementation of 504 accommodations for eligible students.	✓	✓	✓
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓
4) Implement research-based programs designed to accelerate student learning.	✓	✓	✓
5) Provide additional support to parents of at risk students.	✓	✓	✓

6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			✓
7) Create a STAAR Store for 3rd/4th graders to purchase with earned tickets incentives/prizes to help motivate students to use STAAR testing strategies.		✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 8: All staff will assist non-English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.	✓	✓	✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	✓	✓	✓
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.	✓	✓	✓
4) Implement the ESL scope and sequence at all grade levels.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide mediation, conflict resolution,and bullying training opportunities for students and staff.	✓	✓	✓
2) Create crisis management plans, including safety drills.	✓	✓	✓
3) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
4) Provide Character Education programs and Consciuos Discipline Classroom Guidance Lessons to all grade levels once every 9 weeks.	✓	✓	✓
5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	✓	✓	✓
6) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
7) Provide staff surveys to allow staff to provide feedback on character/conscious discipline lessons.	✓	✓	✓
8) Utilize the Conscious Discipline Program school wide. Rituals, Wish You Well, Greetings, Celebrations.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	✓	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	✓	✓	✓
4) Administer Fitnessgram and use reports to drive instruction.	✓	✓	✓
5) Provide Parent Education Opportunities for coordinated school health	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systmes and structures to meet the needs of all.

Performance Objective 1: Maintain the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance.	✓	✓	✓
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.	✓	✓	✓
3) During monthly schoolwide celebrations students and staff members names will be in a drawing to "Jump for George" or "Jump for Abe".	✓	✓	✓
4) 4) Every three weeks classes from each grade level with the highest attendance rate will receive and incentive.	✓	✓	✓
5) 5) Classes with perfect attendance will be given, free dress passes, cap day, sock day , etc. throughout the year.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓
5) Campuses will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR /STAAR Alt (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR Modified an STAAR Alternative Participation Requirement Forms	✓	✓	✓
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓

8) Follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Provide instructional materials and training for all teachers working with students with disabilities.	✓	✓	✓
10) Include special education teachers in training given in the area of dyslexia and related disorders.	✓	✓	✓
11) Monitor the number of students with disabilities being served in least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
13) 13) Special education teachers collaborate with general ed teachers through vertical and horizontal planning.	✓	✓	✓
14) Provide time dedicated to RTI. Intervention Specialist, dyslexia, special ed, administrator, and teacher all in attendance as the RTI committee.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓
3) Teachers will utilize software programs with thier classes to increase technology skilss as well as learning.	✓	✓	✓
4) Technology liason will provide monthly technology training for staff.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 3: We will activly recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	✓	✓	✓
2) Establish higher education promotion campaigns.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	✓	✓	✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	✓	✓	✓
5) Provide Guided Reading and Guided Math training for all teachers.	✓	✓	✓
6) 6) Provide meetings for new teachers monthly to discuss concerns, up coming events and review school procedures.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component and orientation programs.	✓	✓	✓
2) Provide parent education at all campuses on various topics.	✓	✓	✓
3) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	✓	✓	✓
4) Provide parent workshops regarding reading with children, online resources and eBooks.	✓	✓	✓
5) Provide educational resources for parents on their website.	✓	✓	✓
6) Provide instructional resources for parents to utilize at home with their child.	✓	✓	✓
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and AEIS data.	✓	✓	✓
8) Provide a parent volunteer room on campus for trainings and for parent volunteers to help with teacher porjects.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established an inovative practices, standards, adn systems. (This goal applies primarily to District Improvement Plan.)

Performance Objective 1: Community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	✓	✓	✓
2) Promote student/parent/business involvement through volunteerism.	✓	✓	✓
3) Promote service organizations for students in school (Junior Optimists, Student Council, Safety Patrol, Grizzlies etc.)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"	✓	✓	✓
2) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan	✓	✓	✓
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
4) Continue integration of iPad initiative for administrators and teachers.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Guidance Center Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Students will receive support in literacy.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Reinforce STAAR objectives and strategies.			
2) Students will read recently published works relevant to content subject areas			
3) A pre-reading, during reading, and post-reading assignment will be given that will result in a product by the student to be returned to the school for consideration.			
4) 4) Students are able to read top notch literature from the teacher's classroom library when finished with classwork.			
5) All staff utilize research based strategies to support student instructional needs and enhance learning.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: The needs of special population students will be met.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ARD packets and 504 accommodations will be required from home campuses and given to Guidance Center teachers.			
2) Modifications will be implemented effectively in inclusive and special education classrooms.			
3) Accommodations will be made for ESL/LEP students.			
4) Students with disabilities will have access to campus facilities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Instruction in social skills appropriate to achieving success in real-world situations will be emphasized.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All staff will implement the Safe and Civil guidelines			
2) Social skills lessons will be taught two times weekly to students in grades 5-7 (i.e. following instructions, accepting "No" for an answer, talking with others, introducing yourself, accepting criticism or a consequence, disagreeing appropriately, showing respect, exhibiting sensitivity to others)			
3) 3)All staff will implement the framework of CHAMPS in their classrooms.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Positive social skills, character education, and career awareness will be addressed and reinforced.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The counselor will engage students in individual counseling sessions.			
2) Various speakers will acquaint students with career opportunities, life skills, and health issues.			
3) Character Education Lessons/activities will be taught 3 times weekly to students in grades 5 - 7 (i. e. Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, 3 R's of Growing Up, Values, Self-esteem, Setting Goals, Dealing with Pressure, Handling Emotions, Conflict, Saying "No" to Drugs/Alcohol, Friendship, Getting Along with Parents, and Respecting Others.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: The job-related issues of students which affect successful progress at school will be addressed.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The counselor will engage students in individual counseling.			
2) Flexible scheduling will be provided for students as needed.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: The physical and emotional needs of the students will be addressed.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Researched based presentations created by GC teacher PLC's will be utilized to enhance student understanding about Alcohol/Drugs, Peer Pressure, Self-esteem, and/or Lack of Respect. These presentations will be done in small group settings.			
2) The counselor will assist students with immediate needs.			
3) The counselor will coordinate with the GC Liaison to assist students and /or families in need of long-term assistance.			
4) The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent work avoidance behaviors (i.e. refusal to complete assignments, sleeping, etc.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Procedures and processes are in place so that all students are successful.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Enrichment through computer use			✓
2) Follow discipline management plan			✓
3) Administrative team meetings held as needed.			✓
4) Student orientation- video presentation			✓
5) Departmental planning			✓
6) Red Ribbon Week			✗
7) Staff Surveys			
8) Continued Implementation of Safe and Civil School and CHAMPS			
9) The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent work avoidance behaviors (e.i., refusal to complete assignments, sleeping, etc.)			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Staff is provided on-going staff development activities that specifically meet the needs of at-risk students attending our campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus Procedures and Policies	✓	✓	✓
2) Safe and Civil Schools Guidelines	◔	◔	✓
3) BRT Strategies Training with Tina Cordova	✗	✗	✗
4) CPI training	◔	◔	◔
5) New Teacher Orientation	✓	✓	✓
6) Effective teaching practices	✓	✓	✓
7) Off-site staff development as needed	◔	◔	✓
8) Attend district departmental meetings to be aware of campus and student needs.	◔	◔	✓
9) Bully Awareness	✓	✓	✓
10) Professional Learning Community (PLC) Training	◔	◔	◔
11) GC Intervention	◔	◔	✓
12) District Focus Trainings	◔	◔	✓
13) Digital Resource Training	◔	◔	✓
14) Working with ELL Students	◔	◔	✓
15) Science Resource Review	◔	◔	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: The physical and emotional needs of the students will be addressed

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The professional staff/counselor will meet with students in need of long-term assistance to involve parents and home school campuses.			
2) The professional staff/counselor will assist students with immediate needs.			
3) Parents of students who are absent will be notified.			
4) Resource/educational materials will be made available to parents on campus and via the Guidance Center web site.			
5) Parent/Teacher Conferences			
6) Parent/Administrator Conferences			
7) An orientation opportunity is made available to parents			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive support to complete their home campus assignments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Quality work will be returned to the home campus upon completion of the student's Guidance Center placement.			
2) Teachers will cooperate and communicate with teachers on home campuses.			
3) Targeted students will receive additional instructional support.			
4) Home campuses will be notified of student absences			
5) The GC intervention process will be utilized for students exhibiting work avoidance behaviors (i.e., refusing to complete assignments, sleeping, etc.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The transition of students to and from the Guidance Center will be facilitated.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Orientation will be provided to each student on his/her first day at Guidance Center			
2) Students will be asked to complete a Counselor Survey during orientation.			
3) Students will meet with a counselor or professional staff member as requested.			
4) Counselor/Professional Staff at home campuses will be contacted with areas of concern.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Safe guards will be in place to ensure the safety of Students and Staff of GC.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Staff members will wear district ID badges at all times			
2) Students will go through metal detectors and have their belongings checked upon entering the building.			
3) All outside doors will remain locked at all times.			
4) Students will be escorted to first period by their homeroom teacher.			
5) Staff stand in the halls during class change to ensure all students safely arrive at their classes.			
6) Students will be escorted to restroom or during other non class change transitions.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Citizenship will be incorporated in the GC experience.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Characteristics of Citizenship are taught during Character Education lessons everyday in grades 5 - 7.			
2) Counselor will meet individually with each student on the student's first GC placement...citizen topics will be included in the discussion with the student.			
3) Characteristics of Citizenship are taught during elective classes for students in grades 8 - 12.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Students will receive educational, social, emotional and physical well-being support.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselor will meet with each student individually during each GC placement.			

2) Students with long-term needs will be referred to the Counselor or GC Liaison.	✗	✗	✗
3) Students have a short break 4 of the 5 class periods each day where students are offered the opportunity to walk the halls, go to the restroom and get a drink of water.	◕	◕	✓
4) All Faculty and staff will assist in supporting the social, emotional, and physical needs of students to ensure academic success for all.	◕	◕	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 4: Staff members are provided frequent, short breaks through out the day.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Paraprofessional staff members will relieve teachers during the school day for one 15 minute break.	◕	◕	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Students are exposed to technology in the classroom

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ACTIVboard			
2) Edgenuity			
3) PISD Library			
4) Think Through Math			
5) Various web-based instructional sites (i.e., Brainpop, Channel One, United Streaming, Chronicle in Education)			
6) Mobile Computer Labs			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Hancock Elementary School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs and using the coaching model.			
2) Implement the district scope and sequences for all courses in grades Pk to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7]			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2]			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4]			
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1]			
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2]			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. [1.8.2] [1.9.3]			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM]			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM]			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1]			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2]			
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM]			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16]			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1]			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1]			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
5) Provide staff development about reading strategies. [PBM]			
6) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: All staff will assist non-English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM]			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM]			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			

3) Create a crisis management plans, including safety drills.	✓	✓	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors.			
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	✓	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis..			
4) Administer Fitnessgram and use reports to drive instruction.	✓	✓	✓
5) Provide parent education opportunities for coordinated school health at each campus			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓

5) Use district wide grade and/or content appropriate retest standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	◔	◔	◔
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed withing the required time-lines.	✓	✓	✓
5) Campus will follow district procedures regarding parental request for specials education evaluation.	✓	✓	✓
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms.	✓	✓	✓
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			

8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	✓	✓	✓
10) Special education teachers are included in straining given in the area of dyslexia and related disorders.	✓	✓	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom."	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integrations of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	✓	✓	✓
2) Establish higher education promotion campaigns. [3.2.9]	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	✓	✓	✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentors and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1]			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education at all campuses on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			
6) Provide educational resources for parents on their website.			
7) Provide instructional resources for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.).			
4) Participate in the See to Succeed program			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide opportunities to attend behavior management trainings.	✓	✓	✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	✓	✓	✓
4) Create campus safety crisis management plans, including safety drills.	✓	✓	✓
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors.	✓	✓	✓
9) Implement an age appropriate and vertically aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	✓	✓	✓
2) Establish protocols for safety procedures at field trips.	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	✓	✓	✓
2) Provide support for student and staff participation in service learning opportunities.	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Jackson Intermediate Performance Objectives 2016-2017

Goal 1: Jackson Intermediate will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2016, all students and each student group, including special education students, ELL students, At-Risk students, Economically Disadvantaged students, White students, Hispanic students, Asian students, and African American students tested on STAAR will have satisfactory academic performance in Reading, Math, Writing, Science, and Social Studies sections of the state assessments and each group will be equal or greater than that of the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer district curriculum-based assessments, common formative and summative assessments, and gather data using Assessment Binders to measure student progress and adjust instructional techniques and objectives. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)	✓	✓	✓
2) Jackson will continue to participate and develop in Professional Learning Communities. Flexible, built into the work day schedule, bi-weekly, opportunities to discuss - as a content area - to align curriculum, assess student needs, and share resources and ideas to improve student achievement. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/ SPED,ELL) (SG-Writing/SPED, ELL,) (SG-Science/ SPED,ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)	✓	✓	✓
3) Continue to focus on the research-based strategies Jackson received when working with Stetson and Associates and Lin Kuzmich including: Differentiation strategies, Big 8 Literacy Strategies. Implement research-based instructional strategies to support student learning. Focus areas: 7 Steps to Language Rich Environment, Specifically Designed Instructional Strategies (SDI), Blended Learning, Talk Read Talk Write (TRTW), Cornell Notes, Instructional Rounds focused on Problem of Practice, Drop Everything and Read (DEAR), ABC writing, formal writing assessment, vocabulary, lesson cycle beginning activities, process breaks (checks for understanding), and rigorous closing activities. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED)) Academic Performance TEC 39.106(b)(10)	✓	✓	✓

4) Implement weekly tutorials beginning in September and ending in May to focus on instruction in order to prepare students for STAAR. Opportunities for Tutorials will be each week, Monday through Wednesday, from 3:30-4:30. Teachers will have flexible tutorial schedules in order to accommodate student needs. . (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)	✓	✓	✓
5) Disaggregate data, analyze data using heat maps and data walls. Implement assessment binder. Use this data to determine needs and align curriculum and instructional strategies. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)			✓
6) Implement a common department grading policy to ensure equity from classroom to classroom.Academic Performance TEC 39.106(b)(10)	✓	✓	✓
7) Teachers will monitor their students closely using Aware data, Safeguard Data Analysis Protocol. SLR, and Data Walls identifying/monitoring individual student progress and identifying all subgroups of student. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)			✓
8) Teachers, PFs, Instructional Aides and Support Personnel will provide students with supplemental aides and meaningful instruction based upon various trainings for the use of research based activities in order to better prepare our students including at-risk students. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED)			
9) All instructional personnel will provide parents and students with intervention strategies in order to make students more successful. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED)			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 2: By June 2017, the percentage of identified ELL students with satisfactory academic performance on the 2016 state tests will be equal or greater than the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure that all accommodations and modifications are followed throughout the year including testing settings and instructional settings (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) Academic Performance TEC 39.106(b)(10)			
2) Administrators and teachers will utilize TELPAS reports provided to Jackson by the district to determine the rate of progress with English language proficiency and determine appropriate interventions to serve students at risk of failing (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) .Use of Quality Data TEC 39.106(b)(7)(11)(12)			
3) Instructional paraprofessionals will provide support in classrooms for ELL students by following, under the guidance of the teacher, the student's accomodations/modifications to the curriculum. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL)			
4) Use assessment data and classroom observations to create small group instructional strategies such as, Blended Learning, and assessment opportunities within the classroom setting to provide accelerated instruction.Use of Quality Data (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) TEC 39.106(b)(7)(11)(12)			
5) Continue training targeted to ELL learners including: 7 Steps to a Language Rich Interactive Classroom, Sheltered Instruction Observation Protocol (SIOP) Strategies, Talk Read Talk Write (TRTW), and continuing the process of having all core subject area teachers ESL certified by August 2017 .Academic Performance TEC 39.106(b)(10)			

6) Tailored instructional program for ELL learners by hand-scheduling students and creating support classes such as Oral Language Development classes. Continue to use Rosetta Stone, and Touchstone as instructional support. Reading and ESL Writing for Level Is and IIs. (SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) Use of Quality Data TEC 39.106(b)(7)(11)(12)	✓	✓	✓
7) Ensure that ESL/Migrant program guidelines are followed to ensure appropriate program placement.Use of Quality Data TEC 39.106(b)(7)(11)(12)	✓	✓	✓
8) Provide annual LPAC and TELPAS training for teachers and staff serving ELL students	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: By June 2017, the percentage of students identified as special education students that achieve satisfactory academic performance on the state assessments will be equal to or greater than the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Jackson has reviewed the previous year state assessment scores for each student with a disability. If the student performed unsatisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.(SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/ SPED,ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)	✓	✓	✓
2) Jackson will work collaboratively with the Special Education District Office to ensure initial evaluations and eligibilities are completed within the required timelines.	✓	✓	✓
3) Jackson will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, Specially Designed Instruction Strategies (SDI), CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for the appropriate STAAR Format. (i.e., PLAAFFs, IEPS, Goals and Objectives, and Deliberations) and (3)utilizing District/State required STAAR A and STAAR Allt 2 Participation Requirement Forms..(SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/ SPED,ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED) Academic Performance TEC 39.106(b)(10)	✓	✓	✓

5) Jackson will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
6) Jackson will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
7) Jackson will follow district procedures in addressing Transition requirements for students with disabilities.	✓	✓	✓
8) Provide inclusion support as a follow up to Stetson and Associates Inclusive Schools Project.(SG-SocialStudies/ All, H, ED, SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/SPED, ELL) (SG-Science/SPED, ELL) (SG-Math/SPED)			
9) Administrators and teachers will utilize students' IEP, CBAs, Common Assessments, and STAAR to determine appropriate interventions to serve Special Education students at risk of failing. (SG-SocialStudies/ All, H, ED, ELL) (SG-Reading/ ELL) (SG-Writing/ ELL) ELL) (SG-Science/ ELL)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: By June 2017, 100% of our students identified as Gifted and Talented will demonstrate satisfactory academic performance and at least 70% of Gifted and Talented students will demonstrate advanced academic performance on the STAAR Math, Reading, Science, Social Studies, and Writing tests. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Jackson will provide Pre AP classes to service the identified Gifted and Talented students.Learning Time TEC 39.106(b)(2)	✓	✓	✓
2) Jackson will provide an opportunity to participate in the Name That Book contest.Academic Performance TEC 39.106(b)(10)	✓	✓	✓
3) Jackson will provide book clubs to discuss literature.Academic Performance TEC 39.106(b)(10)			
4) Jackson will provide students with opportunity to participate in G/T Performance Standards Project. Learning Time TEC 39.106(b)(2)	✓	✓	✓
5) Administrators and teachers will utilize students' CBAs, Common Assessments, and STAAR to determine enrichment opportunities to be highly successful.			✓
6) 6) Promote Literacy through 'Tweens Read' opportunity for Jackson students to meet authors and skype visits.			
7) Jackson will provide an oppourtunity to participate in Pentathalon and Chess club.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By June 2017, the percentage of At-Risk students that demonstrate Satisfactory Academic Performance on state assessments will equal or exceed the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Jackson will provide academic and counseling support for qualifying At-Risk students on campus. Learning Time TEC 39.106(b)(2)			
2) Intervention Assistance Team (IAT) will meet at least every six weeks with teachers to identify At-Risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented in Mizuni. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL Use of Quality Data TEC 39.106(b)(7)(11)(12)			
3) Jackson will provide intervention for students in 504/Dyslexia. Academic Performance (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL TEC 39.106(b)(10)			
4) Provide support facilitation services to Special Education students.Learning Time (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL TEC 39.106 (b)(2)			
5) Provide in-class support for At-Risk students(SG-SocialStudies/ All, H, ED, ELL) (SG-Reading/ ELL) (SG-Writing/ ELL) (SG-Science/ ELL) Learning Time TEC 39.106 (b)(2)			
6) Personnel, training and supplies are allocated to ensure our At-Risk students are successful. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL			

7) Jackson will follow district procedures regarding parental request for Special Education evaluations.	✓	✓	✓
8) Utilize small group instruction to differentiate for students' language and instructional needs. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL Learning Time TEC 39.106 (b)(2)	◔	◔	✓
9) Jackson will continue to implement and develop intervention strategies that are built into the day schedule times , for intervention, reteach, and enrichment opportunities such as: Flexible scheduling into Reading and Math Intervention classes and Study Skills classes.ELL tutorials through the district. AVID Classes/Strategies (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL)	◔	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 2: By June 2017, the average daily attendance rate will increase from 94.7% to 97%. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers submit an Attendance Oath. Monitor daily attendance reporting to ensure accuracy. Bell at 9:30 to remind teachers to input attendance at that time. Documenting teachers with unsubmitted attendance for all class periods.	✓	✓	✓
2) Provide attendance incentives for students with perfect attendance. Provide incentives for accurate attendance taking for teachers. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL)	✓	✓	✓
3) Call home when students are absent.	✓	✓	✓
4) Send absence letter from Superintendent to students with 3 or more unexcused absences with-in a 28 day period. Students with 10 or more unexcused absences will be referred to TRIAD.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: By June 2017, there will be an increase of 5% of students who report they feel safe on campus as measured by our Safe and Civil Student Survey. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in a week long series of activities during the first week of school to learn the district/campus discipline policy, school-wide expectations, classroom guidelines, and build rapport with teachers through team-building activities and ice-breakers.This year there are two areas of focus from the Needs Assessment. Student Organization and Tardies to School. As a result when needed, Jackson will loan students a binder, paper,and pencil as a way to develop organizational skills. In addition, each student will be given a calendar/restroom pass each six weeks identifying Blue/Gold days, school events. Students also have the opportunity to participate in morning and after school Ace Tutorials. The Ace Program, and WOW Time benefit the students academically, as well as keeping them safe. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL) School Climate TEC 39.106(b)(8)	✓	✓	✓
2) Conduct parent, teacher, and student surveys to determine students' needs. School Climate TEC 39.106(b)(8)	✓	✓	✓
3) Safe and Civil Campus Team will participate in ongoing training and will conduct school common area observations to ensure safety in common areas and during transitions.			
4) Teachers will receive CHAMPS updates to ensure school safety and orderly classroom environment.School Climate TEC 39.106(b)(8)			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Students' safety, health, and emotional well-being will improve as evidenced by student surveys and health screen reports. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselors will provide classroom violence and bullying prevention activities to be used in the classroom. School Climate TEC 39.106(b)(8)			
2) Provide students with drug prevention strategies and activities. School Climate TEC 39.106(b)(8)	✓	✓	✓
3) Provide health and pregnancy information for outside sources as needed. Also, there are non-fiction books about pregnancy in the Library.	✓	✓	✓
4) Participate in monthly fire drills and other crisis drills to ensure student safety	✓	✓	✓
5) Train faculty and staff in campus crisis management	✓	✓	✓

6) Students will participate in a coordinated health program which integrates health activities with content curriculum through the use of heart monitors, pedometers, and other health related activities through the Texas Fitness Now Grant. They will participate in red ribbon week, Academic Performance TEC 39.106(b)(10)			
7) Provide incoming 7th graders with an orientation camp to assist with transition from middle school prior to the first day of school.	✓	✓	✓
8) Continue to work through the 21st CCLC grant to provide an After School Program. ACE will not only support the curricular goals of Jackson Intermediate by providing targeted instruction in tutorials but it will also allow students to be exposed to a variety of career, college, and real world experiences.			
9) Continue to have Pep Rallies to recognize: Excellence in grades, attendance, and effort. Continue to recognize outstanding student achievement through walk of fame.(SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL)	✓	✓	✓
10) Provide free universal breakfast for all our students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2016, all students will have awareness of 21st century Career options and college requirements as measured by participation in Kuder Test. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will have the opportunity to participate in career day activities and College Week. Family Engagement TEC 39.106(b)(4)	✓	✓	✓
2) Promote colleges each six weeks during report card time by allowing students and staff to wear college t-shirts. School Climate TEC 39.106(b)(8)			
3) Homeroom classes will discuss and research college choices, college preparation, and college requirements. School Climate PECHS Presentation TEC 39.106(b)(8)			
4) Students will be made aware and encouraged to apply for admission to Pasadena Early College High School. Eighth grade field trip to CTHS. School Climate TEC 39.106(b)(8)			✓
5) Our Campus Parent Liason will Partner with Houston A+ Non Profit to foster a culture of a 'path to college' in Jackson's community. Jackson Intermediate will participate in community walks to engage and initiate talks with parents partnering with them to support our students. Participate in meaningful monthly parent nights.All 8th grade students take the PSAT. Avid elective to ensure college readiness and field trips to college campuses to expose students to the experiences and career paths.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2017, all Jackson staff members will be highly qualified, and efforts will be made to retain and develop this highly qualified staff. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Every new teacher will be provided a mentor throughout the year to maximize support for first year teachers. Teacher Quality TEC 39.106(b)(1)(5)	✓	✓	✓
2) Host a New Teacher Orientation luncheon and invite new teachers, their mentors, and department chairs in order to orient and train teachers new to the campus prior to the first day back on duty. Teacher Quality TEC 39.106(b)(1)(5)	✓	✓	✓
3) Hire highly qualified teachers to ensure student success. Teacher Quality TEC 39.106(b)(1)(5)	✓	✓	✓
4) Participate in district job fair and recruiting to obtain highly qualified teachers.Teacher Quality TEC 39.106(b)(1)(5)	✓	✓	✓
5) Teachers will actively participate in weekly PLC meetings , department meetings, Focus Training, Vertical and Horizontal Content Meetings to discuss instructional objectives and strategies. Teachers will dis-aggregate data to drive instruction. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL) Teacher Quality TEC 39.106(b)(1)(5)	◔	✓	✓
6) Teachers will be provided time and opportunities to complete at least one peer observation per six weeks grading period.(SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL) Teacher Quality TEC 39.106(b)(1)(5)	◔	◔	✓

7) Curriculum coaches in the areas of ELAR, Social Studies, Math, and Science will be provided as a support to all staff members. Coaches will provide staff development opportunities, model lessons, and provide ideas on instructional techniques, suggestions for resources, and to maintain overall focus on district curriculum guidelines. Administrators, Instructional Specialist, Campus Coaches, and teachers will perform Instructional Rounds and provide effective feedback to grow teachers. (SG-SocialStudies/ All, H, ED,SPED, ELL) (SG-Reading/SPED, ELL) (SG-Writing/ SPED,ELL) (SG-Science/ SPED, ELL) (SG-Math/SPED, ELL) Teacher Quality TEC 39.106(b)(1)(5)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2017, Jackson will increase parent involvement through various parental involvment activities by 20%.
Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide monthly parental involvement activities such as 7th grade Orientation, Open House, Report Card Night, Athletics Parent Night, Fine Arts Parent Night, Literacy Night, Science Night, Rites of Passage, Awards Ceremonies, 8th Grade Dance, Curriculum-based outings. Family Engagement TEC 39.106(b)(4)			
2) Increase the percent of parents on Parent Connect and online school lunch applications through the use of our Parent Room. Family Engagement TEC 39.106(b)(4)			
3) Send Campus Newsletter every 6 Weeks highlighting various campus activities. Parent Computer Classes GED/ESL parent Classes Family Engagement TEC 39.106(b)(4)			
4) Jackson will continue to use our School Messenger, Remind 101,School Website and Marquee to communicate with our parents and the local community. Family Engagement TEC 39.106(b)(4)			
5) Parent Liaison and Communities in Schools will provide social services for parents in need and continue to hep with monitoring students' grades, attendance and conferencing and providing tutorial times. Family Engagement TEC 39.106(b)(4)			
6) Provide CIS 21st Century after-school program(ACE) for identified students which includes parental involvement programs. Family Engagement TEC 39.106(b)(4)			
7) Parents will be active stakeholders in the campus by participating in the LPAC Committee and SBDM Committee. Jackson will continue to foster strong parents relationships. Our 'Parent Ambassadors' will continue to help with this tie and also inform our parents about college readiness.			
8) The Parent Coordinator together with the Houston A+ Challenge Partnership offers CATE Opportunities for 8th Graders. Through these resources we expect to reach out to more of our parents to have them as meaningful partners in their child's education.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2016, Jackson Intermediate will increase the number of business and community partnerships by 20%.
Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue our partnership with Albemarle. Continue monthly Mentor Program with Albemarle. CIS Mentoring Family Engagement TEC 39.106(b)(4)	✓	✓	✓
2) Partner with Clean Coast Technologies to provide bottled water for various school events.	✓	✓	✓
3) Partner with Harris County Department of Education to provide on-site Adult ESL and GED classes. Family Engagement TEC 39.106(b)(4)	✓	✓	✓
4) Recruit businesses and community members for our Career Day. Family Engagement TEC 39.106(b)(4)	✓	✓	✓
5) Partner with Mi Tienda to provide food and drinks at various school events. Collaborate with United Healthcare, Molina HealthCare, Walmart, and Summit Dental, for incentives and holidy baskets.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 1: By June 2017, 80% of Jackson 8th graders will meet the proficiency standard on the Technology Literacy Assessment. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase technology integration in classroom lessons.Academic Performance TEC 39.106(b)(10)	✓	✓	✓
2) Continue training for teachers for 1 to 1 initiative where students have a tablet to help them with the technology integration.	✓	✓	✓
3) Expand students' opportunities for learning computer technology TEKS through the use of tablets, mobile labs to search for information, create projects and complete assignments in order to accomplish grade level TEKS and provide academic enrichment.Academic Performance TEC 39.106(b)(10)	✓	✓	✓
4) Regularly use instructional software in various content areas including - Accelerated Reader, Learning.com, istation, Schoology,s. and various web tool Academic Performance TEC 39.106(b)(10)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2017, 90% of Jackson Teachers will participate in at least 6 hours of technology training and will successfully implement these trainings in the classroom. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage teachers to participate in district technology training.	✓	✓	✓
2) Provide Technology Training on campus.	✓	✓	✓
3) Teachers will fully utilize available technology such as Promethean Boards, Document Cameras, Activ-Expressions, Gizmos, tablets to increase student engagement in the classroom.(SG-SocialStudies/ All, H, ED, ELL) (SG-Reading/ ELL) (SG-Writing/ ELL) (SG-Science/ ELL)	✓	✓	✓
4) Evaluate status of technology hardware in computer labs and classrooms and replace and update equipment.	✓	✓	✓
5) Continue to provide the Administrative team with technology to facilitate walkthroughs and various administrative responsibilities.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Jensen Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During this school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement and monitor the district scope and sequence for all courses in grades PK to 4	✓	✓	✓
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	✓	✓	✓
3) Implement gradual release model for lesson design and delivery	✓	✓	✓
4) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	◔		◔
5) Use on-line databases, eBooks, books, and other resources for teaching specific TEKS.	✓	✓	✓
6) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, and use of leveled readers for guided reading.	✓	✓	✓
7)) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	◔		◔
8) Create master schedules that will provide common planning time for teams of teachers.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Performance Objective 2: During this school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	✓	✓	✓
3) Provide staff development opportunities for regular education teachers on the intervention and special education referral and 504 process.	✓	✓	✓
4) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
5) Use data desaggregation to drive insruction	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During this school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During this school year, we will provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives and TEKS.	✓	✓	✓
2) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	✓	✓	✓
3) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
4) Establish and support campus curriculum planning meetings or sharing.	✓	✓	✓
5) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1]	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During this school year,we will implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Continue/maximize the campus use of Accelerated Reading Instruction.	✓	✓	✓
3) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	✓	✓	✓
5) Provide staff development on reading strategies.	✓	✓	✓
6) Provide library books and online resources to support all learning styles.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: During this school year, we will provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	✓	✓	✓
2) Promote G/T Summer Exploration Camp opportunities.	✓	✓	✓
3) Participate in Texas performance Standards Project	✓	✓	✓
4) Implement G/T Pullout program for identified students	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 7: During this school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing or in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.	✓	✓	✓

3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓
4) Provide support to parents of at risk students.	✓	✓	✓
5) Provide tutoring with contract teachers during the school day	✓	✓	✓
6) Implement research-based programs designed to accelerate student learning.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 8: During this school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection	✓	✓	✓
2) Provide opportunities for staff to attend ESL and ELPS training.	✓	✓	✓
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum	✓	✓	✓
4) Implement the ESL scope and sequence at all grade levels	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: During this school year our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students	✓	✓	✓
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff	✓	✓	✓
3) Create a crisis management plan, including safety drills	✓	✓	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior	✓	✓	✓
5) Provide gang awareness training and character education programs	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors	✓	✓	✓

7) Provide staff development concerning abuse and reporting obligations	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: During this school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	◔		◔
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	✓	✓	✓
4) Administer Fitnessgram and use report to drive instruction	✓	✓	✓
5) Provide parent education opportunities for coordinated school health	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: This school year, we will increase the campus attendance rate to 96% or above for all students

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will call all students that are absent and encourage them to attend school. (SG-Attendance - White)	✓	✓	✓
2) Students will receive Perfect Attendance Certificates.	✓	✓	✓
3) OnTime DanceTime Students participate in a dance off on Fridays for attendance.	✓	✓	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During this school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will follow district procedures in addressing Transition requirements for students with disabilities	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timeline.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timeline.	✓	✓	✓
5) Campuses will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for a test other than the regular state test (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms	✓	✓	✓
7) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Follow district policy to ensure students with disabilities have access to facilities	✓	✓	✓
9) Provide training for all teachers working with students with disabilities	✓	✓	✓

10) Include special education teachers in training given in the area of dyslexia and related disorders.	✓	✓	✓
11) Monitor the number of students with disabilities being served in least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction	✓	✓	✓
13) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: During this school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: During this school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week	✓	✓	✓
2) Establish higher education promotion campaigns	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During this school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers	✓	✓	✓
2) provide opportunities for students to explore various career opportunities through an annual Career Day	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During this school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentor-ship and staff development opportunities to new personnel	✓	✓	✓
3) Expand leadership and mentoring opportunities for staff	✓	✓	✓
4) develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	✓	✓	✓
5) Support all campus meetings, data, curriculum, intervention, etc.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During this school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parent education on various topics	✓	✓	✓
2) Encourage student attendance	✓	✓	✓
3) Implement parent volunteer partnership	✓	✓	✓
4) Provide educational resources for parents on the website	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During this school year, we will increase community involvement in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service	✓	✓	✓
2) Promote student/parent/business involvement through volunteerism	✓	✓	✓
3) BUGS Program	✓	✓	✓
4) Kids Hope Mentor Program	✓	✓	✓
5) Choir Retirement Home Visits During the holidays	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: During this school year, student and teacher access to technology will increase according to the District Technology Plan

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Classrooms will be equipped with at least the minimum requirements for the 21st century classroom	✓	✓	✓
2) Increase the integration of technology into instruction, curriculum and assessment, PK -4 as outlines in the District Technology Plan	✓	✓	✓
3) Ensure that all teachers have access to adequate technology in the implememtation of TEKS/STAAR requirements	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Jessup Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequence for all courses in grades PK-4			✓
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards			✓
4) Integrate relevant literacy skills across all content areas.			✓
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all Science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			✓
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			✓
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			✓
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	✓	✓	✓
15) Grade levels utilize a planning day to prepare for each 9-week scope and sequence. Grade level teams will meet and disaggregate data before they compose 9-week planning to address specific curriculum needs (FOCUS School Strategy).			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district wide initiatives			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.			
5) Develop a staff development plan that provides differentiated levels of instructional, administrative, and support staff.			
6) Establish and support campus PLC's.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement reading initiatives designed to increase the reading skills of all students evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			✓
5) Provide staff development about reading strategies.		✓	✓
6) Provide library books and on-line resources to support all learning styles			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet a more rigorous, project-based curriculum and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures to increase the number of identified GT students		✓	✓
2) Promote G/T Summer Exploration Camp opportunities.			✓
3) G/T students will participate in the Texas Performance Standards Project.			✓
4) G/T students will be clustered and instructed by G/T certified teachers or teachers in the process of becoming G/T certified	✓	✓	✓
5) Promote participation in the Duke Talent Search program in fourth grade.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students failing a subject area.			
3) Ensure the implementation of 504 accomodations for eligible students.			
4) Use data from SE-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning (FOCUS school Strategy).			
6) Provide additional and individualized support to parents of at-risk students.			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers (FOCUS School Strategy).			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
4) Implement the ESL scope and sequence throughtout all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment condusive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			✓
3) Create a crisis management plan, including safety drills			✓
4) Provide training and implement effective strategies through Safe and Civil schools to reduce inappropriate behavior			✓
5) Provide Gang Awareness training and Character Education programs.		✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors			✓
7) Provide staff development concerning abuse and reporting obligations	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: Cooordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district wide-coordinated school health initiatives.			✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			✓
4) Administer Fitnessgram and use reports to drive instruction			✓
5) Provide parent education opportunities for coordinated school health.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards and grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery of specific student expectation.			

3) Use grades and/or content specific grading rubrics.			
4) Use district and campus guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: Campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR A/STAAR Alt (i.e. Present Levels of Performance, IEPS, deliberations) and (3) utilizing district/state required STAAR A and STAAR Alternative Participation Requirement forms			

7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements			
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: Student and Teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
5) Provide peer observation opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, on-line resources, and e-Books.			
6) Provide instructional resources for parents on the campus website.			
7) Provide instructional resources for parents to utilize at home with their children			
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.			
9) Provide parents with information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.)			
4) Participate in the "See to Succeed" program.			

5) Implement campus spotlight and/or awards for exceptional service (i.e. teacher of the year, paraprofessional of the year, volunteers, etc.)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement conscious discipline strategies with students.			
2) Provide opportunities to attend training in behavior management.			
3) 3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness and Character Education programs.			
7) 7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) 8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health card needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) 2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures for field trips			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: The ACE After School Program will provide intervention/enrichment opportunities for students and will increase parent participation by 10%.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Teachers and ACE program work together to increase student participation based on needs.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: CIS will increase distribution of services and enrollment by 10%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Service students in need of behavioral intervention, emotional, and attendance issues			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Keller Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.

Performance Objective 1: Implement a comprehensive district-wide framework for literacy and numeracy development.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Acquire quality instructional materials and assessments in the core content areas and to support core area classes. CSF Academic Performance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Implement a system for competency-based instruction and standards-based assessments for students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All content areas will complete district CBAs. CSF Academic Performance			
2) All content areas will complete target tests and/or 3 week assessments. CSF Academic Performance			
3) Students and teachers will use data notebooks to track their data from CBAs. CSF Quality Data			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Implement a tiered professional development plan to support the effective delivery of a rigorous curriculum.

Performance Objective 4: Implement an articulated phase-in plan and sustained formative evaluation system for district instructional initiatives.

Performance Objective 5: Create a systematic process that ensures every student receives the time and support needed to learn at high levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Teachers will disaggregate their curriculum data, and use this information to plan their lessons, and create tutorials. CSF Quality Data			
2) Provide assistance to at risk students through Title I program, the ACE program, tutoring program, and extended day program. CSF QUality Data			
3) Students will attend a daily tutorial or enrichment period based on their academic need. CSF Quality Data			
4) Evaluate and appropriately place each bilingual student in classes that prepare the student to exit the program. CSF Quality Data			
5) Notify parents and provide enrichment for students when grades fall below 74%. Begin appropriate interventions when student is at risk of failing. Offer students extended day, extended year or other opportunities for growth. CSF Quality data			
6) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. CSF Use of Quality Data			
7) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
8) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e. PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Modified and STAAR Alternative Participation Requirement Forms. CSF Academic Performance and Use of Quality Data			
9) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Quality Data			
10) Special education case managers and the 504 coordinator will meet with regular education teachers to make sure IEPs and IPPs are implemented.			
11) All staff will receive modifications/accommodations for all special education and 504 students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: Provide a customized learning program based on students' interests, learning styles, needs, goals, and career aspirations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Student use of personal technology in the classroom during teacher-directed educational activities. CSF Academic Performance			

2) Technology will be implemented into classroom instruction through the student use of computers in each core content classroom.			
3) Provide GT students with opportunities to extend the core curriculum to an appropriate level that challenges the abilities of gifted learners.			
4) Students entering 5th grade math and 6th grade will have the opportunity to participate in pre advanced placement courses. CSF QUality Data			
5) Acquire hardware and software to accommodate the student population and their learning needs.			
6) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
7) Special education and 504 students will have the opportunity to participate in all school activities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Adopt a research based college and career readiness curriculum (PK-12) to be implemented in all areas for teachers, students, and parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will have the opportunity to explore various college programs during college week.	✓	✓	✓
2) All 6th grade students will participate in the Kids 2 College program, and visit the University of Houston.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Expand and establish CTE (Career and Technology Education) electives and opportunities for 5th-12th grades.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Promote and provide access to career certification programs to provide the local community with qualified high school graduates equipped with workforce skills.

Performance Objective 4: Establish and expand partnerships with universities, colleges, and post-secondary entities to provide opportunities for parents, students, and teachers.

Performance Objective 5: Create a STEAM (Science, Technology, Engineering, Arts and Math) Academy for 5th-8th grades.

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Offer competitive salaries and comprehensive benefits packages for employees.

Performance Objective 2: Provide a competitive incentive program the promotes longevity.

Performance Objective 3: Implement district-wide initiatives that promote and sustain positive relationships and employee morale.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will have staff celebrations of upcoming weddings or births, and monthly birthday breakfasts. CSF Teacher Quality			
2) All staff will have the opportunity to participate in staff outings throughout the year and will be able to use a workout room and the school's "Safe Place" when needed.			
3) Staff members will have the opportunity to serve the campus through "school jobs."			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Attract and recruit high-quality personnel.

Performance Objective 5: Provide learning experiences to support the growth and advancement of all employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Train staff on Eduphoria, Chancery, Gradespeed, Mizuni, and other technology applications. CSF Teacher Quality			
2) All classroom teachers will complete one classroom observation of another teacher during the school year. CSF Teacher Quality			
3) Teachers will attend Teacher-to-Teacher staff development workshops during the school year presented by their fellow Keller teachers. CSF Teacher Quality			
4) Provide teachers with opportunities for staff development and training for working with the gifted and talented students. Keep teachers updated as per district and state guidelines. CSF Teacher Quality			

5) Teachers will have opportunities to serve on campus committees, participate in book studies,attend staff development and participate in team building activities.			
6) Provide staff development based on student data, needs assessment, and parent and teacher surveys.			
7) New teachers will have mentors and attend monthly meetings CSF Teacher Quality			
8) Peer facilitators will be used as instructional coaches and leaders for each core content area			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: Provide parents with a pathway to resources that support their children academically and socially.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parents will have access to Rosetta Stone daily during school hours to learn English or Spanish. CSF Family Engagement			
2) Parents will be informed of upcoming events through monthly calendars, School Messenger call outs, and Facebook messages, and have opportunities to be a part of school activities. CSF Family Engagement			
3) Parents will be offered classes to deal with pre teens and current issues. CSF Family Engagement			
4) Parents will be encouraged to be a part of the academic team for their student. Classes will be offered to help parents help their students be successful in school. CSF FAmily Engagement			
5) Parents will be invited to participate in the following family events: Curriculum Night, Faculty Follies, Student Dances, Award Ceremonies, Meet the Teacher, Student-led Conferences, and Coffee Talks with the principal. CSF Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Implement an effective, interactive and reliable marketing and communication plan utilizing media to foster positive relationships among all stakeholders.

Performance Objective 3: Develop and strengthen partnerships with area businesses, local government agencies, and members of the community to provide resources and services for families, students, staff and schools.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.			
2) Staff will build positive relationships with all parents. Staff will offer parent classes throughout the year. CSF Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Unite current Pasadena ISD alumni resources and groups under a single district wide alumni association for the purpose of cultivating and promoting lasting partnerships and leadership opportunities.

Performance Objective 5: Create a district wide volunteer program that provides opportunities for relevant experiences with meaningful recognition.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: Expand current resources and training, such as Conscious Discipline and Safe and Civil, for faculty and students (PK-12) to increase the focus on behavior intervention and to develop a positive school culture and climate.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Schoolwide character education lessons will be broadcast and discussed weekly during homeroom.			
2) The Safe and Civil Committee will monitor common area procedures and student behavior and present solutions to the staff at faculty meetings.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a district-wide system to meet, manage, and respond to the daily and emergent health care needs of students and faculty.

Performance Objective 3: Establish and monitor district-wide safety measures to ensure the well-being of all stakeholders.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will follow district policy to ensure students with disabilities have access to facilities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Establish programs/events to increase the opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will have opportunities to participate in community events such as City Council meetings, throughout the year.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Develop a school counseling program that allows school counselors to increase the percentage of time spent with students in regards to their academic, social and mental health needs based on the current research on school counseling.

Performance Objective 6: Increase the social, emotional and physical well-being of staff members to promote a healthy learning environment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Keller Middle School will participate in the different wellness challenges through the CHAC committee.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Kendrick Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will utilize strategies from Seidlitz's 7-Steps to a Language Rich Interactive Classroom on a regular and ongoing basis when planning and teaching.			
2) Teachers will implement the use of a variety of instructional strategies, including but not limited to: Talk-Read, Talk-Write, ABC Reading and Writing strategies, and Think, Pair, Share to promote student dialogue and learning on an ongoing basis.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Implementation of the 1:1 Netbook Technology Initiative will increase student engagement and learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a Blended Learning team to implement the blended learning rotational model across content areas.			
2) Provide training to teachers and staff on enhancing instruction through the use of technology programs by conducting regular Tech Tuesdays.			
3) Send a teams of teachers to a Technology Conference yearly to reinforce the appropriate use of technology in a 1:1 campus for students and teachers.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Continuing to offer a quality Dual Language Program to students who have been a part of the program in previous years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with a 50/50 model of Dual Language instruction in all core areas.			
2) Ensure all teachers hired for the Dual Language Program have a Bilingual Certification and GT Certification.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Provide extended opportunities for students to apply their knowledge and participate in academic activities inside and outside the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create and sustain a Chess Club for all students.			
2) Participation of students in a campus Science Fair that will lead to participation in the district Science Fair.			
3) Participation of GT students in the annual district GT Showcase.			
4) Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee.			
5) Create and sustain a National Elementary Honor Society for Kendrick Middle School.			
6) Select a given number of students to participate in the STARBase program yearly to provide students with STEM opportunities outside of the classroom.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide learning opportunities for struggling students to support the need for additional learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Offer Reading and Math Enrichment courses for those students who have demonstrated a need in one or both areas as part of their class schedules.			
2) Provide a focused time (PIE), by regularly monitoring student data from frequent formative assessments, during school hours to offer support for all students who are in need of additional academic assistance.			
3) Utilize a pull out method for a targeted group of individuals in which staff provide targeted intervention based on student levels of learning.			
4) Support SPED students by integrating 100 minute ELAR blocked classes into the master schedule			
5) Support SPED and African American students by pulling small group interventions.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: Ensure all ELAR teachers are ESL or Bilingual certified by December of 2016 to support our high number of English

Language Learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure all ELAR teachers are attending the ESL Institute provided by the district and monitoring teachers are taking the test within a 6 month period at the conclusion of the training.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Provide experiences for students to participate in and explore various post-graduate opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in College Week.	✓	✓	✓
2) 6th grade students will participate in the Kids2College program through the implementation of the provided curriculum, followed by a visit to an area college.	✓	✓	✓
3) Implementation of AVID School Wide strategies.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Empower teachers and staff to participate in and plan various leadership opportunities that promotes career advancement and builds capacity at the campus level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a Teacher Leadership Collaborative and utilize this group to make campus based decisions.			
2) Each department has designated Department Leads that are looked at by peers as instructional leaders to help guide the department to make appropriate instructional based decisions.			
3) Create a New Teacher Academy that is designed to support new Kendrick teachers each year.			
4) Plan and coordinate regular team building activities that includes all teachers and staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: Offer a variety of activities that promotes Parent Involvement on a regular basis.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Dual Language Teachers will conduct Dual Language Parent Conferences twice per year to meet with and discuss student progress for students in the Dual Language Program.			
2) Provide parenting classes that target specific topics that affect students at the middle school level.			
3) Plan at least 2 parent events per semester that invite parents to become an active member in their students education.			
4) Create and maintain a campus website and facebook page to communicate and promote Kendrick events.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Kendrick MS teachers and staff will implement PBIS methods on a daily basis.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers and Staff will implement the use of CHAMPS and components of Conscious Discipline throughout the school day.	✓	✓	✓
2) Create and sustain a Safe and Civil Team to discuss items as it pertains to student discipline and safety of the campus and make decisions based on data.	✓	✓	✓
3) Kendrick Middle School will maintain a Student Council to promote citizenship opportunity to the students.	✓	✓	✓
4) Students will be taught about Digital Citizenship to promote appropriate and safe usage of the internet and computers.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Kruse Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs and using the coaching model.	Considerable	Considerable	Accomplished
2) Implement the district scope and sequences for all courses in grades Pk to 4.	Accomplished	Accomplished	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7]	Considerable	Considerable	Accomplished
4) Integrate relevant literacy skills across all content areas.	Considerable	Considerable	Accomplished
5) Implement gradual release model for lesson design and delivery	Considerable	Considerable	Accomplished
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	Considerable	Considerable	Accomplished
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	Considerable	Considerable	Accomplished
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	Considerable	Considerable	Accomplished
9) Provide staff development on utilization of on-line databases and resources.	Considerable	Considerable	Accomplished
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2]	Accomplished	Accomplished	Accomplished
11) Build and convene content area curriculum committees/teams to share successful implementation of research based instructional practices. [1.4.4]	Considerable	Accomplished	Accomplished
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1]	Considerable	Accomplished	Accomplished
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2]	Considerable	Accomplished	Accomplished
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. [1.8.2] [1.9.3]	Accomplished	Accomplished	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals

to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM]			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM]			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1]			
6) Use data disaggregation to drive instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2]			
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM]			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16]			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1]			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1]			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance

levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	◔	◔	✓
5) Provide staff development about reading strategies. [PBM]	✓	✓	✓
6) Provide library books and online resources to support all learning styles.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	◔	◔	✓
2) Promote G/T Summer Exploration Camp opportunities.	◔	◔	✓
3) Participate in Texas Performance Standards Project.	◔	◔	✓
4) Students will be clustered and instructed by G/T Certified teachers.	✓	✓	✓
5) Implement G/T Pullout program for identified students.	✓	✓	✓
6) Promote participation in the Duke Talent Search program in fourth grade.	●	●	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: All staff will assist non-English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM]			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM]			
4) Implement the ESL scope and sequence at all grade levels.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	✓	✓	✓
3) Create a crisis management plans, including safety drills.	✓	✓	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
5) Provide Character Education programs.	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors.	✓	✓	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	◔	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis..	◔	◔	✓
4) Administer Fitnessgram and use reports to drive instruction.	◔	✓	✓
5) Provide parent education opportunities for coordinated school health at each campus	◔	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.	✓	✓	✓

3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.	◔	◔	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed withing the required time-lines.	✓	✓	✓
5) Campus will follow district procedures regarding parental request for specials education evaluation.	✓	✓	✓
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms.	✓	✓	✓

7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	✓	✓	✓
10) Special education teachers are included in training given in the area of dyslexia and related disorders.	✓	✓	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom."	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integrations of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	✓	✓	✓
2) Establish higher education promotion campaigns. [3.2.9]	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1]			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education at all campuses on various topics.	✓	✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	✓	✓	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	◔	✓	✓
5) Provide parent workshops regarding reading with children, online resources and eBooks.	◔	✓	✓
6) Provide educational resources for parents on their website.	✓	✓	✓
7) Provide instructional resources for parents to utilize at home with their child.	◔	✓	✓
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	✓	✓	✓
9) Provide information that can be utilized with students and parents in the interpretation of test results.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	✓	✓	✓
2) Promote student/parent/business involvement through volunteerism.	◔	✓	✓
3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.).	✓	✓	✓
4) Participate in the See to Succeed program	◔	✓	✓
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers)	◔	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide opportunities to attend behavior management trainings.	✓	✓	✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	✓	✓	✓
4) Create campus safety crisis management plans, including safety drills.	✓	✓	✓
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors.	✓	✓	✓
9) Implement an age appropriate and vertically aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			✓
2) Establish protocols for safety procedures at field trips.	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			✓
2) Provide support for student and staff participation in service learning opportunities.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

L.F. Smith Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: By May 2018, 85% of all 3rd and 4th grade students (all student groups including special education) will pass the reading, math, and/or writing state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 3rd and 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum.			✓
2) Administer Curriculum Based Assessments (CBA's) each 9-week period in math, reading, writing, science, and social studies per the district assessment calendar and meet with grade level teams to review results and strategize (Kinder through 4th grade as per district assessment calendar including special ed).			✓
3) Disaggregate 2015-2016 campus data (BOY) and ongoing common assessment data to align curriculum and instructional strategies through weekly PLC meetings and Team Tuesdays (including special education teachers/students).			✓
4) Increase the use of the Accelerated Reading Program (Kinder through 4th grade) by increasing opportunities for students to build fluency by reading silently in the classroom (Gotta Keep Reading) and by increasing motivation for the program with Bounce for Books, Summer Reading Rewards,Little Free Library, Stop the Summer Slide Program, and the AR Carnival.			✓
5) Conduct Feeder School Vertical Team Meetings for alignment purposes.			✓
6) Attend 4th grade transition meetings to align ESL instructional levels.			✓
7) Provide all teachers (PK through 4th grade and specials staff & admin) with instructional materials necessary to implement the curriculum (foldable paper, books for library, copy paper, markers, carpets, etc.).	✓	✓	✓
8) Title I staff (PF's, DAIT, aides, Counselor) will be utilized to provide academic and behavioral support to students and coaching for teachers.			✓
9) Implement Team Tuesdays and utilize common assessments to drive instruction.			✓
10) Hire "during the day" tutorial support personnel to assist during WIN time.	✓	✓	✓
11) Continue utilizing a data room to monitor data collection (including special education and ELL's).	✓	✓	✓
12) Teachers will create instructional groups for WIN time using common assessment data, CBA data, WRAP data,LLI, Solucionnes, etc.			✓
13) Implement Extended Day Program as needed for Tier 3 intervention.	✗	✗	✗
14) Utilize grade level and case manager based intervention teams to provide input/strategies/allocation of additional personnel for teachers on how to assist all students who are or may be at-risk including but not limited to migrant, dyslexic, and LEP students.	✓	✓	✓

15) Identified special education students will be clustered to facilitate the inclusion process.	✓	✓	✓
16) Instruction in bilingual classrooms will be adjusted to best prepare students for success in middle school and life.	✓	✓	✓
17) Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate.	✓	✓	✓
18) Utilize small group instruction to differentiate for students' language and instructional needs (guided reading / guided math).	✓	✓	✓
19) Ensure that GT identification procedures remain free from bias.	✓	✓	✓
20) Provide credit by exam opportunities for advanced students.	✓	✓	✓
21) Provide opportunities for extended learning through GT Field Trip.	○	◔	✓
22) Provide GT students with differentiated instructional opportunities in the general education setting and in a GT pullout program.	◔	✓	✓
23) GT students will participate in the Texas Standards Project and selected students will be invited to participate in the GT Showcase.	◔	✓	✓
24) Provide field trips to enrich classroom learning experiences for grades K-4th.	◔	◔	✓
25) Use paraprofessional staff to videotape teachers for self-reflection and growth.	○	○	○
26) All students will utilize the computers labs or mobile labs to learn technology skills.	◔	◔	✓
27) Implement reading, math, and science instructional software in PK through 4th grade such as United Streaming, Brain Pop, Study Island, iStation, Think Through Math, Waterford, DreamBox, etc.	◔	✓	✓
28) Utilize Accelerated Reader and web-based STAR program software in PK through 4th Grade. Utilize early literacy for PK-1st.	✓	✓	✓
29) Teachers will fully utilize available technology such as Promethean boards, ELMO's, ActivExpressions, ActivSlates, laptops, iPads, Kindles, Nooks, wireless technology, etc.	◔	◔	◔
30) Utilize iStation software in Kinder through 4th grade (and Waterford for non-readers) to promote student academic success with a focus on intervention students.	◔	◔	✓
31) Utilize technology components from math and reading adoption.	◔	◔	✓
32) Create grade level tubs of mentor texts for teachers to check out for reading/writing.	○	○	○
33) 3rd and 4th grade writing teachers will have designated planning/meeting opportunities to discuss lesson plans and vertically align instruction to support all students with a special emphasis on ELL's each 9-week period (2-3 hours).	◔	◔	◔
34) 3rd and 4th grade teachers and special education teachers will work together to create a cohesive schedule to support special education students.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: By May 2018, 70% of all 1st and 2nd grade students (all groups including special education) will perform at the 6th stanine

or higher on ITBS / Logramos for total math and total reading.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1st and 2nd grade teachers will follow district timelines so that students have access to the full curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By May 2018, 85% of all Kindergarten students will achieve benchmark mastery on the reading and math portion of the EOY Kindergarten Assessment. In addition, 85% of all Kindergarten students will be reading at level "D".

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By May 2018, 85% of all PK students will be reading at level "C", and 85% of all PK students will pass the EOY PK math assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will be encouraged to learn more about colleges and attend college as staff members spotlight colleges and universities during College Week.			
2) Encourage students to consider potential careers by having a carrer dress up day.			
3) 3rd and 4th Grade Students will participate in Career Day so that they have the opportunity to hear speakers talk about a wide variety of career opportunities.			
4) 4th Grade students will be given the opportunity to particpiate in job shadowing opportunities on campus.			
5) A Career Bulletin Board will be maintained in the school so that students have an opportunity to learn about career choices.			
6) 4th Grade students will participate in career guidance lessons.			
7) Students and faculty members will be encouraged to create and post university pennants showing where they attended college or would like to attend college.			
8) 3rd and 4th Grade students will be invited to participate in Student Council where they will have the opportunity to take on leadership roles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year,100% of all professional and paraprofessional personnel hired will be highly qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to utilize our New Teacher Academy (ACE Camp) as a recruiting tool and to support all teachers that are new to LFS.			
2) Paraprofessionals are encouraged to go back to school to work on their teaching certification.			
3) Recruit new teachers through alternative certification programs.			
4) Provide training on Talk, Read, Talk, Write to continue the work we've done with Nancy Motley. New teachers will be trained in the 7 Steps to a Language Rich, Interactive Classroom.			
5) Provide common daily planning time so that teachers can participate in grade level team meetings and PLC meetings.			
6) Continue to utilize campus book studies to expand and refine our tool boxes in academic, intervention, behavioral, and leadership areas.			
7) Administrators and teachers will meet several times throughout the year as part of T-TESS (goal setting, pre-conference, post-conference, etc.).			
8) Provide appropriate technology training for staff based on staff surveys.			
9) A core team of teachers and administrators will be trained in CPI and TBSI.			
10) Kinder - 4th Grade teams will participate in TEKS Focus training.			
11) Provide LPAC and OLPT training for staff and parents as needed.			
12) Staff will participate in beginning of year staff development which will include T-TESS training, Handbook, Data, Talk-Read- Talk-Write, STOIC training, district reading/math training, PLC mission, vision, commitments, goals, etc.			
13) Work with teachers through Team Tuesdays to analyze CBA's, common assessments, and classroom assignments for alignment to TEKS and to monitor student data to create WIN tutorial groups.			
14) Staff will participate in horizontal and vertical planning.			
15) Encourage staff to seek out and implement training pertinent to their grade levels and/or areas of expertise (i.e. writing training).			
16) Provide on-campus training for paraprofessional staff to improve the toolkit of instructional strategies available to reach struggling learners.			
17) Campus/District provide planning days for each grade level for each 9 week planning period to select power standards, roadmap the upcoming 9 week period, create common assessments, etc.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Tuesday folders for all students to facilitate home/school communication about academics, behavior, and school events.	✓	✓	✓
2) Provide parents with the opportunity to attend a one-on-one report card conference with their child's teacher each 9-week period.	◔	◕	✓
3) Invite parents to attend Title I informational meeting to explain the advantages students receive as a member of a Title I school.	✓	✓	✓
4) Provide in-home training for eligible parents of PPCD students when needed.	✓	✓	✓
5) Utilize parent/teacher/student compact to help parents realize their role in their child's education.	✓	✓	✓
6) Counselor will attend conference for strategies on working with parents and students.	○	✓	✓
7) Parents will be active stakeholders in the campus by participating in the LPAC committee, SBDM committee, Family Nights, Parent Ambassador Committee, etc.	◔	◕	✓
8) Provide parents with an opportunity to meet with teachers for STAAR informational meeting to help parents understand the state assessments, content of the assessments, proficiency levels students are expected to achieve, and how they can help their child at home.	○	✓	✓
9) Provide parents a "Peek at the Week" to stay informed of classroom instructional and focus activities (PK-4th grade).	◕	◕	✓
10) Provide parents with a resource area in the parent room where they can access free resources and materials.	✓	✓	✓
11) FUN Night and Science Night will be offered to provide students and parents with the opportunity to participate in learning activities together.	✓	✓	✓
12) Provide parents with the opportunity to attend grade level music programs so they can see their child perform.	◔	◕	✓
13) Provide monthly student calendar to notify parents about school events.	◔	◕	✓
14) Parent workshops will be offered to provide training for involvement in their child's education, nutrition classes, parenting classes, etc.	◕	◕	✓
15) Provide updated school web and Facebook page so that parents can stay informed about school events and have access to educational websites.	◕	◕	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community/business involvement will increase by 2%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to partner with Sunset United Methodist Church in a variety of school settings.	✓	✓	✓
2) Partner with Mi Tienda to provide materials for parent events or classroom activities.	✓	✓	✓
3) Partner with Champions staff to provide parents with alternative after school care at L.F. Smith.	✓	✓	✓
4) Partner with Houston Food Bank to provide Backpack Buddy Program for families in need.	✓	✓	✓
5) Partner with Volunteer Houston to provide our PK-2nd grade students with "A Visit from St. Nick."	✓	✓	✓
6) Partner with Harris County to provide the opportunity fo rparents to attend a four week Health and Nutrition Workshop.	✓	✓	✓
7) Seek out donations to help provide breakfasts for staff during back to school week.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Core team will continue to refine Safe and Civil school procedures. The core team will train faculty and staff. Parents, students, and staff will be surveyed as part of the Safe and Civil Schools process.			
2) Staff will be trained to keep building secure and students and staff safe with the following procedures: Raptor system utilization, office sign-in sheets to monitor campus visitors, proper use of custodian documents, locked exterior doors, and a buzzer system, etc.	✓	✓	✓
3) Work with district personnel and campus Safe and Civil Schools team to promote school safety and restructure common areas.	✓	✓	✓
4) Train crisis management team on procedures and location of equipment and HVAC shutdown.	✓	✓	✓
5) Partner with Fiesta to provide an alternative evacuation site for students/staff.	✓	✓	✓
6) Train staff so that they can train students (as appropriate) on safety and security procedures such as: fire drills, tornado drills, lock down drills, shelter in place drills, medical emergencies, etc.	✓	✓	✓
7) Continue student badge system to promote student safety.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, we will sustain a focus on promoting staff and student physical and emotional well-being and citizenship as measured by staff and student participation in citizenship and wellness activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Partner with Girl Scouts to provide classes for all Kinder through 4th grade girls to promote social well being and citizenship skills.	✓	✓	✓
2) Integrate a set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, and educational development of students.	✓	✓	✓
3) Incorporate lessons to include fundamental information on A&P, exercises, and the benefits of healthy lifestyle choices.			✓
4) Educate students on healthy nutrition and promote practice of healthy eating habits to include: fruit of the month, cafeteria advertisement of healthy food, FGP, and newsletters.			✓
5) Classroom teachers will utilize the Brain Smart Start, Whole Brain Teaching Strategies, or other physical movement activities to help students re-engage their brains throughout the day.	✓	✓	✓

6) PE Staff will offer Moving Mondays and The Biggest Loser Competition to help staff make healthier lifestyle choices.			
7) CHAC Committee will offer Try it Tuesdays, Tiger Walking Club, Health Fair, etc. to encourage staff members to try healthy alternatives to eating.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Lomax Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 1: Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to SE-based instructional targets.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 100% of administrative and instructional staff will utilize Aware and other tools of data collection to analyze student performance every 9 weeks.			
2) Teachers will utilize data heat sheets during planning to focus on low SEs and use standard clarfications and the Lead4ward pages to improve instruction for low SEs.			
3) Teachers will participate in a department PLC look at data, plan common assessments, align resources to SEs, share resources, and discuss how to utilize available resources on campus.			
4) In weekly lessons, ELAR teachers will utilize Comprehension Toolkit, as well as other researched based instruction practices.			
5) All staff will integrate SIOP/7 Steps strategies into daily classroom instruction.			
6) Teachers will use SMART Goals each nine weeks to reteach SEs that were not at acceptable passing standards from a prior assessment.			
7) Connect Teams will use Personalized Learning to assist students in becoming self-directed learning and fill in gaps			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 100% of teachers will create rigorous and relevant lessons on a weekly basis that meet the needs of all students utilizing district and campus spotlights; such as AVID, Technology, SIOP, 7 Steps.			
2) Monitor curriculum implementation through walkthroughs and instructional rounds.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The Intervention Assistance Team, which includes classroom teachers, will meet to monitor and implement strategies and modifications before referrals are made for special services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Intervention Assistance Team will meet every 6 - 9 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Teachers will use the lessons, target tests, curriculum based assessments, and time lines developed to support district curriculum guidelines.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will develop and incorporate weekly activities to follow district scope and sequence.	✓	✓	✓
2) Blended Learning - small groups rotations			
3) Personalized Learning - teaching students to be self-directed learners			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: Various resources will be used by teachers for monitoring of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate a variety of resources for instruction, reteaching, assessment, and homework; such as I Stations, Think Through Math, and Edusmart, Schoology & iXL.			✓
2) AVID Strategies will be used by teachers to raise the level of rigor.			✓
3) Mentoring 1:1 Check-ins			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to the regular instruction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area. LEP, Tier II, and Dyslexic students will receive additional support through the use of various programs throughout the 9 weeks.			
2) Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.			
3) Utilzation of ESL strategies in every class and implementation of ELPS.			
4) 4) Blended Learning			
5) Extended Day Tutorials for Math, Reading and Science			
6) RTI - Intervention Math/Reading			
7) Mane Event - small groups based on SE data			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: 100 % of students will use self-selected reading to instill an enjoyment of reading. Students will be encouraged to read various materials and provided incentives to read throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in the following activities as they develop an enthusiasm for reading: Tweens Read, Caught You Reading, Read Across America, book fairs, Name That Book, author's works emphasized with books, displays, and videos, library cards from Pasadena Public Library, and Author/Illustrator visits. Staff development on technology resources will be available to teachers as well as how to use these programs.			
2) Self-selected reading will help instill an enjoyment of reading by having Mane Event Motivational Reading Time, an Accelerated Reader - Incentive Program, Leisure Reading Areas/Centers, Trade Books, Library Circulation, High School Mentors, and Daily Silent Sustained Reading.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the 2016-17 school year, the CATCH committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Families & Staff will be invited to attend family fitness activities, in which they will participate in activities that increase health and wellness such as the Turkey Trot, Pumpkin Run and Get Fit Jog.			

2) Laminated cards that contain nutritional information about common foods eaten by teens and healthy alternatives.			
3) Students will participate in physical education assessments including Fitnessgram.			
4) Coaches cover nutritional facts on the broadcast system. One time per month.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: 100% of campus departments will create smart goals based on student performance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each department will create a smart goal for the 2016 - 17 year based on 2015 - 16 STAAR results.			
2) Each core area department will create quarterly smart goals that reflect student progress which will be continually assessed and refined to meet the needs of all students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: Students will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom. The Inclusion Team will continue to work with grade levels to insure that all students will be given the opportunity to work in the LRE.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Weekly Mane Event tutorials will take place in reading, math, and science focusing on accelerated instruction for all students to be successful.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, the campus attendance rate will increase to 96% or higher

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will receive attendance reconginization and rewards to promote attendance.	✓	✓	✓
2) An attendance committee will monitor all students for attendance issues and implement strategies to promote attendance.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.		✓	✓
4) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓
5) Campus will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR- (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms.	✓	✓	✓
7) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
8) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
9) Provide training for all teachers working with students with disabilities.	✓	✓	✓
10) Monitor the number of students with disabilities being served in least restrictive environment.	✓	✓	✓

11) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ard committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 3: Students whose academic performance on STAAR, common assessments, or benchmark tests indicates they are at-risk of non-mastery of the TEKS will be provided opportunities for reteach.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will provide daily morning tutoring for those students who are able to arrive by 8:10 a.m.	◔	◔	◕
2) All reading, science, and math teachers will provide weekly Mane Event tutoring based upon data and need. These groups will change as students demonstrate skill mastery.	◔	◔	✓
3) Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and student subgroups.	◔	◔	✓
4) All teachers on campus will review the previous year state assessment scores for all students.	✓	✓	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Career Day will be held on-campus during the school day. The students will learn from professionals in the community about all types of careers and the skills needed to pursue specific occupations.	○	✓	✓
2) During the school year, thirty 5th grade students will explore science, math, and technology; incorporating these skills in real world opperation and investigations.	○	◕	✓
3) 100% of students are introduced to college through a series of college readiness activities.	◔	✓	✓
4) Teachers will spend time during college week discussing college and their own experiences in order to promote interest and awareness of institutions of higher learning.	✓	✓	✓
5) Introduction to extracurricular activities, an important college prerequisite for students through student clubs	✓	✓	✓
6) All students will receive academic planning lessons, which include goal setting, personal and carrer interests, as well as college university information.	◔	✓	✓
7) Provide kids 2 college weekly lessons that introduce students to college readiness activities,	✓	✓	✓

8) Teachers will show video clips of their college experience as well as information on other universities.	✓	✓	✓
9) Each student will contribute one sample of 2 or 3 column notes per 9 weeks.	✓	✓	✓
10) Each student will demonstrate part of AVID's initiatives by using thier planners to write down daily commitments and goals.	◔	◔	✓
11) Teacher Mentors sessions with students to set long and short term academic goals.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 5: During the current school year all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.	◔	◔	◔
2) Kids 2 College field trip to Texas A&M	✓	✓	✓
3) Provide opportunities for students to explore various career opportunities through an annual Career Day.	◔	✓	✓
4) Provide students and families with HB5 and its value to middle school.	◔	◔	✓
5) Provide students and families with additional opportunities to explore post secondary opportunities (College entrance info, Duke Tip, Advanced Academics)	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers.	✓	✓	✓
2) Carter Lomax will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers.	◔	✓	✓
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: All new teachers will be paired up with a teacher to be their mentor throughout their first year at the school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All new teachers will go to their mentor teacher when they have questions or concerns. They will meet at least once a week to discuss teaching strategies, classroom management,and areas of need.	✓	✓	✓
2) Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community.	✓	✓	✓
3) New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips. They will have an opportunity to voice questions or concerns.	✓	✓	✓
4) New teachers who belong to more than one label (ex:sped as well as math) will be paired with one official mentor within their discipline and one helper teracher who is responsible for answering questions or concerns regarding his/her area.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 3: Provide Team Building opportunities to increase relationships throughout the building.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual.	◔	◔	✓
2) Administrators and staff members will nominate teachers for monthly teacher recognition.	✓	✓	✓

3) Staff members will voluntarily participate in "fun weeks" and social activities to develop school climate relationships.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 4: The Lomax Crisis Team has established a plan in the event a crisis might occur, drills are preformed regularly.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A team of school personnel has been established as the crisis team. These faculty members are responsible for alerting all stakeholders involved in what is happening in a crisis situation.	✓	✓	✓
2) A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the 2016-17 school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parents will be invited to meet their child's teacher on Curriculum Connect Evening (Open House), held in September.	✓	✓	✓
2) The number of parent volunteers will increase by 5% from the prior school year.	✓	✓	✓
3) Parent Education will be held monthly beginning in September and ending in May	◔	◔	✓
4) At each parent education event held in the evening, parents will be recruited to mentor a student on campus. A minimum of 2 Mentor Meetings per year in order to increase participation with the goal being to recruit 5% more mentors as compared to last year.	◔	◔	✓
5) Parents will be invited to student led conferences in January with the goal of 50% in attendance.	◔	✓	✓
6) Parents will have a Parent Resource Room they can utilitze for volunteer and educational purposes.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: The number of parent volunteer will continue to increase each year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.	◔	✓	✓
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.	○	○	✓
3) In August, Lomax Staff will recruit and encourage high parent involvement.	✓	✓	✓
4) Parent meetings will occur monthly throughout the year to inform parents on how to help their students succeed in school.	◔	◔	✓
5) A volunteer reception will be held at the last school family assembly to thank the volunteers for their time and support.	○	○	✓
6) Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 3: Parent Education will occur throughout the school year in order to increase student's academic success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A parent needs assessment will be completed by September.	✓	✓	✓
2) The assessment will be collected, analyzed and graphed to determine what type of parent education program needs to be created for the school year.	✓	✓	✓
3) Parent Education opportunities will be made throughout the year through avenues such as parent education nights, parent event committee meetings, Parent Connect Events and Activities; as well as the weekly Parent Connect newsletter.	✓	✓	✓
4) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.	✓	✓	✓
5) Parents will be invited to participate in Math, Science and ELAR information nights, they will learn strategies for each subject which can be applied at home.	✓	✓	✓
6) 10% of parents will attend muffins for mom/donuts with dads.	✓	✓	✓
7) 10% of grandparents will attend a grandparents week celebration in September.	✓	✓	✓
8) In September 10% of the 6th grade parents will attend an information session on Kids 2 College program and receive information about college readiness and its relevance to 6th grade students.	✓	✓	✓
9) In May 10% of parents will attend an enrollment meeting that involves an overview of the Pre-AP classes and the 5th grade GT program.	✓	✓	✓
10) From November to February, GT and Commended students will be invited to participate in DUKE TIP program.	✓	✓	✓
11) 5% of the our parents will attend parent information meetings about conscious discipline to gain tips on how to use these strategies at home, this will be provided one per semester.	✓	✓	✓
12) The first semester, 5% of parents will attend a bully prevention information session on how to equip their child with strategies for dealing with conflict. (Held with science Family Night)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Increase community involvement during the 2015 -16 school year by expanding current community partnerships and creating new partnerships.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Our team will seek parents and community members to mentor students through our Adopt-A-Colt program.	✓	✓	✓
2) Expand learning opportunities for all students in school/community service through various student clubs.			
3) Recruit and retain community resources that provide campus incentives for student success.	✓	✓	✓

4) Maintain successful annual career day by recruiting speakers from the community.	✓	✓	✓
5) Continue STEM experiences for at-risk students through our community partnership with StarBase.	●	●	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: During the 2015 - 16 school year, 100% of students and staff will promote positive choices through using conscious discipline structures and strategies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards, wish wells, and jobs.	✓	✓	✓
2) Teachers and Staff will create and teach Conscious Discipline Lessons throughout the school year.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Student and teacher access to technology will increase at the campus level according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use computer lab, mobile labs, and classroom computers to have students acquire technology skills.	✓	✓	✓
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data dissagregation.	◔	✓	✓
3) Teachers and students will use various types of technology to assimilate real world scenario's. (Flip Cameras, ITouhes, e-readers, Kndle Fres, netbooks)	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom through use of class sets of mobile labs, smart boards, and byot initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, 5-6 as outlined in the District Technology Plan	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Mae Smythe Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the indivudual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs			
2) Implement the district scope and sequence for all courses in grades Pk to 4			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy model for lesson design and delivery.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/ or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in allignment with new state Science TEKS.			
8) Use on-line databases, ebooks, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year , data disaggregation will drive the design of instruction and interventions as measured by at

least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroups student performance on assessment disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participants.			
2) Provide staff with longitudinal data on the percentage of LEP student making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics			
4) Use district wide grade and / or content appropriate use of homework.			
5) Use district wide grade and / or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/ scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional administrative and support staff.			
6) Establish and support campus PLCs			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
8) 8) Provide Conscious Discipline Staff Devolopment training to ensure we meet the needs of 21st century learner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, implementing reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide time and materials for purposeful reading during school day.			
2) Provide information to teachers regarding special reading needs of dyslexia students.			
3) Identify students reading levels to monitor reading improvement and align reading materials to their instructional level.			
4) Provide staff development about reading strategies.			
5) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			
2) Participate in Texas Performance Standards Project.			
3) Students will be clustered and instructed by G/T Certified teachers.			
4) Implement G/T pullout program for identified students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, 100% of at-risk students will receive differentiated instructions designed to create success in the classroom and increase skills necessary to perform at or above the state average assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individual support to parents.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students, Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			

4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: Duringthe current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to students learning and employee effectiveness as measured by 100% of all receiving training in the District's behavioral/ safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitness gram and use reports to drive instruction.			
5) Provide Parent Education Opportunity for coordinated school health at each campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote careeer and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 1: During current year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1)) Provide students with real world experiences that explore a wide range of careers.			
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1) Provide students with real world experiences that explore a wide range of careers.			
2) 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During current year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1)) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3)) Expand leadership and mentoring opportunities for all staff.			
4)) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) New Teacher Academy			
6) Coaching for Staff			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to rentlessly pursue meaningful engagement with parental business, and community stake holders.

Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component and orientation programs. Edit			
2) Provide parent education at all campuses on various topics.			
3)) Provide parent workshops regarding reading with children, online resources and ebooks.			
4) Provide educational resources for parents on the school website.			
5) Provide instructional resources for parents to utilize at home with their child.			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data.			
7)) Provide information that can be utilized with students and parents in the interpretation of test results			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2)) Promote student/parent/business involvement through volunteerism			
3) Promote service organizations for students in school Student Council, etc.)			
4)) Participate in the "See to Succeed" program			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5)) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior			
6) Provide opportunities to attend Gang Awareness training and Character Education programs			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8)) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Matthys Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training and materials necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction, intervention referrals, and interventions implemented for Tier 2 and

3 students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
7) Define explicit performance criteria by creating and using standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Continue and maximize the campus use of Accelerated Reading Instruction.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) GT students will participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in 4th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Intervention Assistance Team (IAT) will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional support to parents of at risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence in all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop Behavior Intevention Plans for students with chronic disruptive behaviors.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Design campus calendar and master schedules to allow for campus based coordinated school health programs and activities.			
6) Provide parent education opportunities for coordinated school health.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: The district will develop research based K-4 grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate standards.			
5) Use district-wide grade and /or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: Increase the campus attendance rate to 97% or above.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: Our campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties.			
4) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			

5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documentation clearly delineates the need for STAAR A or STAAR Alt (i.e., PLAFF's, IEPS, deliberations) and (3) utilize District/State required STAAR A, and STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide training for all teachers working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served in least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer iStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Promote college exploration by promoting College Week and other campus based activities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education on various topics.	◔	◔	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	◔	◔	✓
4) Provide information on workshops for parents of students with dyslexia and related disorders ad well as instructional intervention.	◔	◔	✓
5) Provide parent workshops regarding reading with children, online resources and ebooks.	◔	◔	✓
6) Provide parents with information that can be utilized with students and parents in the interpretation of test results.	◔	◔	✓
7) Provide educational resources for parents on the campus website.	◔	✓	✓
8) Provide instructional resources for parents to utilize at home with their child.	◔	◔	✓
9) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.	◔	◔	✓
10) Provide opportunities for parents to attend ESL classes.	○	◔	✓
11) Provide parent participation in community education events.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: Community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◔	✓
2) Promote student/parent/business involvement through volunteerism.	○	◔	✓
3) Promote service organizations for students in school (Student Council, Safety Patrol etc.)	◔	◔	✓

4) Participate in the "See to Succeed" program.			
5) Participate in Project Saving Smiles and HCPHES Super Smiles Program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in Behavior Management.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Implement school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselor will attend and participate in district trainings on childhood abuse and suicide prevention.			
2) Utilize district resources to conduct suicide assessment and prevention when necessary.			
3) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management team.			
2) Establish protocols for safety procedures for field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

McMasters Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			✓
2) Implement the district scope and sequence for all courses in grade PK to 4th.			✓
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.		✓	✓
4) Integrate relevant literacy skills across all content areas.			✓
5) Implement gradual release model for lesson design and delivery.			✓
6) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.			✓
7) Use on-line databases, eBooks, books, and other resources for specific TEKS.			✓
8) Provide staff development on utilization of on-line databases and resources.		✓	✓
9) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			✓
10) Teachers will participate in curriculum committees to share successful implementation of research based instructional practices.			✓
11) Provide instructional materials and implement research based instructional strategies on a daily basis that promote a variety of learner engagement techniques.			✓
12) Develop and provide research based instructional strategies and staff development plan for technology integration.		✓	✓
13) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	✓	✓	✓
14) Teachers will use questioning strategies that encourage higher level thinking from their students. This includes Think, Pair, Share and question stems.			
15) Small group instruction, paired reading, cooperative grouping and work stations will be implemented in each classroom.			✓
16) Students will participate in daily oral math activities that include problem solving and math talks.			✓

17) Students in K-4 will complete writing samples each grading period to be reviewed by administrators. Consistent expectations based on district rubrics will be utilized.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and intervention as measured by improved academic achievement.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.			
4) Provide staff development to teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
7) Teachers will keep data binders to help monitor student progress.			
8) AWARE data will be utilized by teachers to determine strengths and weaknesses and assist in planning for instruction.			
9) Grade level Data PLCs will analyze common assessments and plan for reteach, enrichment or progression as needed.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			

5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			
3) Provide information to teachers regarding special reading needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.			
5) Provide staff development about effective reading strategies.			
6) Provide library books and on-line resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: A variety of learning opportunities geared for gifted/talented students will be provided to meet their needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Texas Standards Project will be utilized to enrich G/T students' learning through the pull-out program.			
2) Students will be clustered and instructed by G/T certified teachers.			
3) All students in K-4th will participate in G/T assessment through planned experiences.			
4) Identified G/T students will be invited to attend the G/T Summer Exploration Camp.			

5) Representatives from the G/T program will participate in the district G/T showcase.			
6) Promote participation in the Duke Talent Search program in fourth grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: At-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identify at-risk students using state and district criteria.			
2) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Implement research-based programs designed to accelerate student learning.			
4) Ensure the implementation of 504 accommodations for eligible students.			
5) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
6) Provide additional and individualized support to parents of at risk students.			
7) Provide opportunities for students to participate in the ACE after school program for academic support and enrichment.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: Federal, State and District criteria will be used to identify students as Limited English Proficient. These students will be given the opportunity to make adequate yearly progress in the state adopted curriculum whether enrolled in the bilingual or regular program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence in all grade levels.			

5) Collaboration will occur between bilingual and regular teachers.			

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 8: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives			
2) Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health.			
6) Running Club will be offered for 3rd and 4th grade students.			

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessments to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and based on best practices.			
2) Teachers will record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Teachers will use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97.5% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			

3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineate the need for STAAR Alt II (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms.			
6) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
7) Campus will follow district policy to ensure students with disabilities have access to facilities.			
8) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
9) Special Education teachers are included in training given in the area of dyslexia and related disorders.			
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
11) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, students and teachers access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the IStation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for "The 21st Century Classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: In the 2016-2017 school year, 100% of all professional and paraprofessional personnel hired at McMasters will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruitment, development and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education programs on various topics.	◔	◔	✓
3) Monthly school calendars will be sent home to inform parents of school events and will be available online.	◔	◔	✓
4) Implement Superintendent's Stay in School Project/District Attorney Partnership.	◔	◔	✓
5) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	○	◔	✓
6) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	◔	◔	✓
7) Provide instructional resources for parents on the campus website.	◔	◔	✓
8) Provide instructional resources for parents to utilize at home with their children.	◔	◔	✓
9) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, and TAPR data.	✓	✓	✓
10) Parents will be given an opportunity to attend parent meetings and programs for the ACE program.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◔	✓
2) Promote student/parent/business involvement through volunteerism.	◔	◔	✓
3) Promote service organizations for students in school (Patrol, School Helpers, etc.).	✓	✓	✓

4) Participate in the See to Succeed Program.		✓	✓
5) Provide students with an opportunity to participate in the ACE after school program to increase academic performance, school day attendance, positive behavior and grade promotion.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: Students will be provided with a safe and civil environment that is conducive to learning and employee effectiveness.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Team.			
4) Create campus safety crisis management plans, including safety drills.			
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, and respond daily to emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Honor and Merit Roll students will be recognized every 9 weeks.			
2) Perfect Attendance will be recognized each nine weeks.			
3) Parent volunteers will be utilized to help with various school functions throughout the year.			
4) Parents and grandparents will be invited to attend activities that promote learning and positive partnerships.			
5) Parents, students, and teachers will be involved in a compact conference.			
6) Parents will be invited to participate in activities that promote health such as Walk for Sight, Get fit Jog, and Jump Rope for Heart.			
7) Provide ongoing training for crisis management.			
8) Establish protocols for safety procedures at field trips.			
9) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Meador Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.	Considerable	Accomplished	Accomplished
2) Implement the district scope and sequence for all courses in grades PK-4.	Accomplished	Accomplished	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	Accomplished	Accomplished	Accomplished
4) Integrate relevant literacy skills across all content areas.	Accomplished	Accomplished	Accomplished
5) Implement gradual release model for lesson design and delivery.	Considerable	Considerable	Accomplished
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.	Considerable	Considerable	Accomplished
7) Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS.	Considerable	Considerable	Considerable
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	Considerable	Accomplished	Accomplished
9) Provide staff development on utilization of on-line databases and resources.	Considerable	Considerable	Accomplished
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	Considerable	Accomplished	Accomplished
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	Accomplished	Accomplished	Accomplished
12) Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques.	Considerable	Considerable	Discontinue
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	Considerable	Considerable	Considerable
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	Accomplished	Accomplished	Accomplished

Accomplished = Accomplished, Considerable = Considerable, Some Progress = Some Progress, No Progress = No Progress, Discontinue = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at

least a 5% reduction in end of year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	◔	◔	✗
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
6) Use data disaggregation to drive instruction.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	◔	◔	✓
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	◔	◔	✓
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	◔	◔	✓
6) Establish and support campus PLCs.	✓	✓	✓
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels.	✓	✓	✓
5) Provide staff development about reading strategies.	✓	✓	✓
6) Provide library books and on-line resources to support all learning styles.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 5: During the current school year,Provide an array of learning opportunities geared for gifted /talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follows district GT identification procedures	✓	✓	✓
2) Promote G/T Summer Exploration Camp opportunities.	✓	✓	✓
3) G/T students will participate in the Texas Performance Standards Project.	✓	✓	✓
4) Students will be clustered and instructed by G/T certified teachers	✓	✓	✓
5) Promote participation in the Duke Talent Search program in fourth grade			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	✓	✓	✓

2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade			
7) Provide staff development opportunities which offer effective instructional strategies, materials, and activities, for the at-risk learner.			
8) Provide Intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.			
2) Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
4) Implement the ESL scope and sequence at all grade levels.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement PBIS/Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents.			

3) Create a crisis management plan, including safety drill.	✓	✓	✓
4) Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS/PBIS to reduce inappropriate behavior.	✓	✓	✓
5) Provide Gang Awareness training and Character Education programs.	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	◔	✓	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	✓	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiates on a yearly basis.	◔	◔	◔
4) Administer Fitnessgram and use reports to drive instruction.	◔	◔	✓
5) Provide parent education opportunities for coordinated school health.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessments to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	✓	✓	✓
3) Use grades and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓

5) Use district-wide grade and/or content appropriate standards	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During the current school year, increase the campus attendance rate to 97.5% or above for all students

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential atttendance problems.	✓	✓	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	◔	◔	✓
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.	◔	◔	◔
5) Campus will follow district procedures regarding parental request for special education evaluation.	◔	✓	✓
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR A and STAAR Alternative Participation Requirements forms	✓	✓	✓
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	✓		

10) Special Education teachers are included in training given in the area of dyslexia and related disorders	✓	✓	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: During the current school year, students and teachers access to technology will increase according to the District Technology Plan

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day/High School Endorsement Awareness			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education programs on various topics.	◔	◔	◔
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	◔	◔	◔
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	◔	◔	✓
5) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	◔	◔	◔
6) Provide instructional resources for parents on the campus website.	◔	✓	✓
7) Provide instructional resources for parents to utilize at home with their children.	✓	✓	✓
8) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	✓	✓	✓
9) Provide information that can be utilized with students and parents in the interpretation of test results.	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◔	◔
2) Promote student/parent/business involvement through volunteerism.	◔	◔	✓
3) Promote service organizations for students in school (Patrol, School Helpers, etc.)	✓	✓	✓
4) Participate in the See to Succeed program	◔	◔	✓

5) Implement Campus Spotlight and/or awards for exceptional service (i.e. teacher of the Year, Paraprofessional of the Year, Volunteers...)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline/PBIS strategies with students.	✓	✓	✓
2) Provide opportunities to attend behavior management trainings.	◔	✗	◔
3) Provide mediation, conflict resolution, bullying and Conscious Discipline/PBIS training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	✓	✓	✓
4) Create campus safety crisis management plans, including safety drills	✓	✓	✓
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	◔	◔	◔
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors	✓	✓	✓
9) Implement an age appropriate and vertically aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	◔	✓	✓
2) Establish protocols for safety procedures at field trips.	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓
4) Anti-victimization Lessons for Kindergarten students	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	◔	◔	◔
2) Provide support for student and staff participation in service learning opportunities.	◔	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Melillo Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Departments will create common assessments, in addition to the district created common assessments, to provide for equity amongst all classrooms and students.	✓	✓	✓
2) Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner.	◔	✓	✓
3) Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught.	✓	✓	✓
4) Teachers will utilize station activities, various grouping techniques, such as small group instruction, and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology.	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Grade Six Gifted and Talented students will complete a cross-curricular project that meets the criteria for the GT Standards Project.	◔	◔	✓
2) Grade Five Gifted and Talented students will make a quilt that represents an original story. The title of the project is "The Story Quilt".	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: Students will participate in various activites linked to Coordinated School Health (CSH).

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will provide for movement within the classroom integrated within the curriculum.	◔	◔	◔
2) Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents.	◔	✓	✓

3) Coordinated School Health Committee will provide on-going staff development to increase awareness of the components of the CSH Program.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Melillo MS will provide the school's Special Education student population a learning environment that enables the district to comply to a corrective action plan that is in place to meet state and federal guidelines.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.	✓	✓	✓
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓
3) Campus will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms.	✓	✓	✓
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices to meet the needs of low performing students and low performing sub populations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In weekly department meetings, teachers will look at and discuss data from common assessments to determine which students need additional assistance and or tutoring. The assistance to At-Risk students may occur in the regular classroom by teacher, may be pull out by Title One staff or Title outside tutors, may be intervention teachers or before/after school tutoring by teacher.	◔	✓	✓
2) Melillo's Master Schedule will provide an Enrichment Period/Intervention Period to all students. This class period will be utilized for Resource Pull-Out, Dyslexia Pull-Out, and additional intervention for students that performed low on the state assessment. This class period allows for all students to remain in the General Education Classroom for all four core content areas.	✓	✓	✓

3) Teachers will disaggregate data continuously to monitor sub populations. Specificially, based on current test results and AYP, Melillo will focus on the African American, LEP, and Sp Ed subgroups to provide timely assistance to help with closing the gap among learners and to meet AYP requirements.			
4) For those students not needing additional tutorials and/or intervention, such as the Pre-AP, GT, and high achievers, teachers will provide enrichment activities during the student's enrichment period.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Melillo will set up policies and procedures that meet the guidelines of the Safe and Civil Program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Melillo Safe and Civil Committee will meet to review policies and procedures and revise as needed			
2) Melillo MS teachers will utilize CHAMPS in the classroom			
3) Melillo MS will implement Conscious Discipline across the campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Anti-bullying policies created by Melillo MS will follow state law and local policies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Melillo MS has an anti-bullying policy with specific procedures for reporting bullying and consequences given for bullying.			
2) The Counselors will provide Guidance lessons to students and parents.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) During the first week of school in Enrichment Period, teachers will teach the students how to organize their binder and utilize their planners effectively.			
2) PF's and Administrators will randomly call students in for a binder and or planner check. Incentives will be given to students for meeting the criteria.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Melillo will participate in the district's College Awareness Week.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Faculty/Staff members will display signs that name the college that he/she attended.			
2) Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college.			
3) Individual classrooms will compete against each other in a college door decorating contest.			
4) Melillo's sixth grade Social Studies teachers will provide direct instruction on the curriculum named Kids2College.			
5) Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/university.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Melillo will promote college awareness throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Melillo will promote college awareness and preparedness through the use of AVID strategies.			
2) Melillo will focus on different colleges/universities each month and play the Fight Songs during transition time.			
3) The monthly newsletter will have a section specific for college awareness and preparedness.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Melillo MS will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Melillo MS will utilize the Lawson System, Talent Ed and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Melillo MS will make every effort to retain teachers on campus and in Pasadena ISD.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) New teachers to education will be assigned a mentor for their first year of teaching at Melillo.	✓	✓	✓
2) All teachers can request a PF/Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc.	✓	✓	✓
3) Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Melillo MS will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.	✓	✓	✓
2) We will provide a variety of workshops to parents based on needs of the parents and school.	◔	✓	✓
3) Counselors will attend trainings that will provide new ideas on how to increase parent involvement.	✓	✓	✓
4) Staff members will attend Conscious Discipline Trainings in an effort to improve relationships with students, parents and staff.	◔	◔	◔
5) Melillo MS will host various family engagement activities in the evenings.	◔	✓	✓
6) Surveys and requests for volunteers are sent throughout the year.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Melillo MS will seek and maintain support from local businesses and community members in the Houston area.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Melillo MS will invite local organizations to speak to parents and students regarding topics of interest.			
2) Students will visit a local university through the Kids2College program.			
3) Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources.			
4) To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus.			
5) Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Melillo MS will participate in various community events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Melillo MS will collect donations from students, staff, and family to support local charities and organizations.			
2) Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Melillo MS will provide each classroom with technology equipment that will lend success to the students as well as keep the students engaged.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of technology equipment, program, software, etc.	✓	✓	✓
2) Additional equipment, such as laptop carts, slates, ActivExpressions, ActiVotes, etc. will be available to teachers to actively engage students.	✓	✓	✓
3) Work orders for faulty equipment will be submitted in a timely manner.	✓	✓	✓
4) Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Memorial High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Establish TEKS /STAAR - EOC curriculum alignment for all core courses.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, and assessments.			
2) Facilitate and provide opportunities for department collaboration in mathematics, science, social studies, and ELA, to include analyzing, revising and evaluating instruction and assessments and to ensure that the district scope and sequence is followed.			
3) All teachers will participate in staff development opportunities, data disaggregation and school district initiatives.			
4) Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence.			
5) Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support.			
6) Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. (SG-R-ELL)			
7) Provide training to all teachers in instructional strategies that meet the needs of all learners including gifted, limited English proficient, dyslexic, and learning disabled (SCE, T3). (SG-R-SE, SG-R-ELL)			
8) Provide training and necessary foreign language materials for all teachers working with ELL students (T3). (SG-R-SE, SG-R-ELL)			
9) Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits.			
10) Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations (SCE).			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Continue to seek research-based practices and provide literacy support in all content areas that will increase the academic performance of all learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training and implementation support for a variety of brain-based vocabulary acquisition strategies.			

2) Continue implementation of a variety of research-based writing strategies.			
3) Provide time during the school day for all students to participate in a minimum of fifteen minutes of uninterrupted reading time through the Roxy and Renegade Reading Initiative.	✓	✓	✓
4) Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker.	✓	✓	✓
5) Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year.	✓	✓	✓
6) Provide implementation support in the use of Pre-Advanced Placement, Advanced Placement, and National Math and Science Initiative higher order thinking/writing strategies in all classrooms. Continue NMSI trainings as recommended.			
7) Provide implementation support of a variety of instructional strategies that focus on student engagement.	✓	✓	✓
8) Provide opportunities for teacher leaders, teachers new to the district and administrators to attend training provided by Lin Kuzmich in the areas of instructional delivery and collection of walk-through data.	✗	✗	✗
9) Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Establish and provide extended learning opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students.	✓	✓	✓
2) Provide extended day services for students not mastering any EOC two weeks prior to each re-test administration.		✓	✓
3) Provide all students after school EOC preparation opportunities.		✓	✓
4) Provide a tutorial bus to leave campus at 4:00pm Monday-Thursday for students who would not otherwise be able to stay after school because of transportation issues.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Provide offerings to students in the advanced placement programs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide accurate information to all students regarding the Pre-AP and the AP program during registration in January and February.		✓	✓
2) Provide review and study sessions prior to the AP tests administered in May.			✓

3) Utilize the resources and personnel in the AVID program to encourage enrollment in Pre-AP and AP courses.			
4) Use AP indicators from PSAT data to encourage enrollment in advanced placement courses and/or dual credit.		✓	✓
5) Utilize appropriate intervention process prior to "leveling down" from an AP or pre-AP course.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: PMHS attendance rate will increase to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Collect and analyze daily attendance reports to monitor student school attendance.	✓	✓	✓
2) Conduct attendance reconciliation in order to maintain accurate attendance records.	✓	✓	✓
3) Maintain accurate records regarding truancy issues in regard to students.	✓	✓	✓
4) Truancy laws will be followed and documentation will be completed by administrators and used as documentation for court cases.	✓	✓	✓
5) Teachers will maintain hard copy attendance rosters to recognize attendance concerns for individual students.	✓	✓	✓
6) Teachers will make contact with parents/guardians if a student misses three consecutive school days or five days in a grading period.	◔	✗	✗

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: PMHS will work with the district special education specialists and special programs to ensure that all needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) SIOP instructional strategies implemented in all core academic classes [T3]. (SG-R-ELL)	✓	✓	✓
2) SIOP peer facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. [T3] (SG-R-ELL)	◔	◕	✓
3) The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students (SCE). (SG-R-ELL)	◔	◕	✓
4) The SIOP peer facilitator will monitor grades, attendance, and discipline of all ELL students and make referrals to the IAT as needed [T3]. (SG-R-ELL)	◔	◕	✓
5) The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. [SCE, T3] (SG-R-ELL)	◔	◕	✓
6) Student course selection and the high school graduation plans of the ELL students will be monitored by the SIOP facilitator and the school counselor to ensure successful high school completion [SCE].	◔	◕	✓

7) Interventions will be provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed.			
8) Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. (SG-R-SE)			
9) Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. (SG-R-SE)			
10) Accessibility to Facilities - Classes will be reassigned, if necessary, for accessibility.			
11) Accessibility to Facilities - Aides will be assigned to qualified individuals with disabilities.			
12) Accessibility to Facilities - Home visits will be conducted if more information regarding a disability is needed.			
13) Alternative accessible sites will be suggested, evaluated and implemented if needed.			
14) The school shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. a. Students on the second floor of the building will be met at their classroom by evacuation teachers. b. These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled student's classroom. c. For students not in wheelchairs, please proceed down the closest designated stairwell according to the fire evacuation maps located throughout the building. d. Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above. e. In the event of evacuation chair use, Jeremy Richardson, Cleveland Lee, or Gabe Meyer will meet students and teachers at room 055; the evacuation chair location. f. The assembly point for individuals needing assistance will be with the school clinic personnel in the front of the school when conditions permit. g. Teachers with physically disabled students, or those in wheelchairs who are unaccounted for, will immediately notify the administrator in charge of their evacuation sector upon taking attendance outside. h. In the event that access to the evacuation chair is blocked, teachers and administrators will use all physical means necessary to evacuate students from the building in a life - threatening situation.			
15) All referrals for special ed evaluations shall come from the campus intervention assistance team or the 504 committee.			
16) A special education representative will be involved in the IAT or 504 committee process prior to making a special education referral.			
17) The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request.			
18) During the IAT meeting, the student's academic and behavior performance should be reviewed.			
19) If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process.			
20) If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified.			

21) The Executive Director of Special Education will review the information and consult with the campus principal. If the decision is made that the school district will not grant the parent request for an evaluation for special education, a Notice of Refusal form must be completed and given to the parent along with a Notice of Procedural Safeguards. Prior to sending the Notice of Refusal form to the parent, the Executive Director of Special Education or designee must review and approve the form.			✓
22) Parent request for child receiving services: A staffing should include the 504 chair, Evaluation Specialist, teacher, and other appropriate staff members.			✓
23) During the staffing, the student's academic and behavior performance shall be reviewed.			✓
24) If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process.			✓
25) State Assessment Decision Making Process PMHS will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held as soon as possible, to discuss accelerated/intensive program of instruction. (SG-R-SE)			✓
26) PMHS will work collaboratively with the district special education office to document appropriate state assessment decision-making process for students with disabilities by: 1) use of data from progress monitoring to make determinations regarding state assessment and ensure progress 2) ensure ARD document clearly delineates the need for STAAR/STAAR-A/STAAR-Alt 3) utilizing District / State required STAAR-A and STAAR-Alt Participation Requirement Forms (SG-R-SE)			✓
27) Texas Behavior Support Initiative: A core team of personnel will be trained in the use of restraint and the team will include a campus administrator or designee and any general or special education personnel likely to use restraint.	✓	✓	✓
28) Personnel called upon to use restraint in an emergency and who have not received prior training will receive training within 30 school days following the use of restraint.	✓	✓	✓
29) Transition Services: Transition will be addressed prior to students 16th birthday. Issues to address will be transition assessments, post secondary goals and any other issues pertinent to successful transition.	✓	✓	✓
30) PBM/CTE: PMHS will maintain a campus PBM committee comprised of district and campus representatives.	✓	✓	✓
31) PMHS will monitor students on the campus PBM/CTE list an document student progress to determine if additional interventions or assistance is necessary for the academic and behavior success of the student.	✓	✓	✓
32) Four Year Plans: Counselors will meet with each student a minimum of two times a year to discuss career goals. The program of study (four-year plan) will be reviewed and updated at each of these meetings. (SG-G-SE)		✓	✓
33) Monitoring of at-risk students: Students will be coded at-risk according to the state criteria.	✓	✓	✓
34) Students will be monitored by grade level AP, counselor, homeroom teacher and teachers to ensure that the at-risk status does not result in non-completion of high school.	✓	✓	✓
35) At-risk students will be encouraged to join PMHS clubs and organizations.	✓	✓	✓
36) School nurse will provide Pregnancy Related Services (PRS) including counseling, access to resources, Homebound services, and emergency care plan for teachers.	✓	✓	✓

37) McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to vouchers and access to school lunch program.	✓	✓	✓
38) A campus leadership team will be developed to monitor ELL and SE students as a result of missing one or more safeguards for state accountability. The safeguards are Reading for ELL and SE populations. (SG-R-SE, SG-R-ELL)	✓	✓	✓
39) The CLT will meet once per six weeks to monitor student progress and implementation of interventions. (SG-R-SE, SG-R-ELL)	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: PMHS students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students who do not meet the credit requirement to advance to the next grade level will be scheduled in a rollback homeroom for teachers and advisors to provide additional support for academics, attendance, and behavior.	✓	✓	✓
2) Students who do not meet the credit requirement to be promoted to the next grade level will be enrolled in Edgenuity credit grade/credit recovery program to regain credit.	✓	✓	✓
3) PMHS will work directly with Community Evening School to provide flexible learning opportunities for students.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: PMHS students will annually receive information and guidance necessary to facilitate successful entry in post secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness.			
2) The focus on college entrance exams will begin in all 9th, 10th and 11th grade classrooms in addition to senior classrooms.			
3) AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation.			
4) All 9th, 10th and 11th grade students will take the PSAT.			
5) College Now and peer mentors will meet with students to guide them through college exploration.			
6) Partnership with the San Jacinto College shared planner will continue to guide students with college and career planning.			
7) SAT and PSAT prep sessions will be provided to students at minimal cost on campus.			
8) Colleges and universities will be invited to visit with students during lunch to provide application information.			
9) Students will be given opportunities to visit colleges through College Now.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: All PMHS students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students enrolled in principles courses will complete a career exploration unit.			
2) Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include information regarding career exploration and readiness.			
3) Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities.			
4) Special Education students will participate in a transition fair which will provide them with information about post-high school careers. (SG-G-SE)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: PMHS will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Potential candidates will be screened by PISD Administration and scored based on specific criteria. PMHS will view scores and discuss whether the candidate meets the requirements for the job description.	✓	✓	✓
2) Potential candidates will be interviewed by a committee headed by the content area supervisor. A collaborative decision will be based upon the academic needs of the students served.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and district initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Regular training will be offered throughout the day during common conference periods and before/after school. The training will be relevant to the needs of the teachers as they prepare to serve our students.			
2) We will develop high quality first year-teachers through a mentoring program.	✓	✓	✓
3) We will develop high-quality veteran teachers who are new to our campus through a "buddy" program.	✓	✓	✓
4) We will utilize state compensatory funds to employee highly qualified staff in the content areas, as well as support positions and content specialists.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: We will retain highly qualified staff through the support of content teams, new teacher meetings, assigned mentors and buddies, coaching, walk-throughs with mentor, and a commitment by the administrative staff to frequently recognize those who regularly provide help to the new faculty member.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will meet at least once a week with other teachers in their common subject area as a Professional Learning Community. The teams will focus on four areas of dialogue: What will we teach? How will we teach it? How will we know if students learned the material? What will we do if students did not grasp the material?	✓	✓	✓

2) Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue.			
3) The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students.			
4) Teacher leaders will attend training and participate in external and internal instructional rounds.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: PMHS will provide a safe and civil environment for all stakeholders.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Assistant Principals will be assigned to a grade level and remain with the grade level until the class has graduated to build relationships, ensure transitions each year and establish rapport with parents.	✓	✓	✓
2) Teach appropriate student behaviors through interventions such as counseling, individual student conferences, guest speakers/presentations, and parental involvement.	Considerable	Considerable	✓
3) Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment.	Some Progress	Some Progress	Some Progress
4) Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas.	✓	✓	✓
5) Use the Crimestoppers program and provide monetary incentives for reliable and timely information.	✗	✗	✗
6) Students will wear school-issued ID badges at all times during the school day.	✓	✓	✓
7) Maintain the tardy sweep program.	✓	✓	✓
8) Collect and analyze data from surveys distributed to students, parents, and teachers regarding the satisfaction of services provided by PMHS.	✓	✓	✓
9) Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights.	Considerable	Considerable	✓
10) Build community support by involving students and parents in grades K-8 in high school activities.	Some Progress	Some Progress	Some Progress
11) Conduct home visits to students who are disengaged and exhibiting at-risk behaviors.	✓	✓	✓
12) Communicate regularly with parents and community by utilizing the district call-out system, "Remind," the school website, the marquee, social media and regular mailouts.	✓	✓	✓
13) Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities.	✓	✓	✓
14) Utilize the AVID teacher to provide additional academic support for at-risk students enrolled in the AVID class.	✓	✓	✓

✓ = Accomplished Considerable = Considerable Some Progress = Some Progress No Progress = No Progress ✗ = Discontinue

Performance Objective 2: PMHS attendance office will conduct on going attendance monitoring.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Pasadena Memorial High School will conduct parent conferences for students whose attendance rate needs improvement.			
2) Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office.			
3) Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws.			
4) Continue automated call-out phone system to ensure all parents receive notification of student absences.			
5) Provide Saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes.			
6) Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have extenuating circumstances.			
7) Implement an advisory period to promote regular attendance, to create a caring, "family" atmosphere, and to encourage active participation in the school community.			
8) Teachers will maintain a tutoring log to accurately account for make-up time.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: PMHS will encourage, maintain, and nurture a positive learning environment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary, disciplinary actions.			
2) PISD Student Code of Conduct will be made available to all students. The handbooks will be referred to for clarification and definition of appropriate student behavior(s).			
3) Safe and Civil Schools will be implemented for school-wide student behavior management strategies including recognizing, celebrating, and rewarding positive and productive student behaviors.			
4) Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships.			
5) Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions.			
6) Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored.			
7) The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire, tailgating, athletic events, fine arts concerts, and clubs.			
8) Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board.			
9) Students will visit college campuses, attend college admission presentations, and be provided with information regarding college scholarship opportunities.			

10) Students will explore college admissions requirements with the help of the AVID teacher and College Now Coordinator.			
11) Students will participate in class officer elections, student council elections, homecoming and other student leader activities.			
12) Students will be encouraged to participate in academic, athletic, and fine arts UIL activities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: PMHS faculty and students will increase community and business partnerships through community outreach initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PMHS students will participate in various activities to support community needs.			
2) Students will be recognized at the Pasadena Rotary and Noon Optimist each month.			
3) Students will be required to participate in 25 hours of community service each year to earn a cord for graduation.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: PMHS faculty and students will provide opportunities for community involvement and partnerships through campus activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PMHS students will participate in Veteran's Day activities.			
2) PMHS students will participate in community projects such as the Rodeo Parade, Strawberry Festival, Texas Invitational Basketball Tournament, Race for the Cure, Walk for Sight, Autism Walk, Seniors Helping Seniors, and Relay for Life.			
3) PMHS and/or student organizations will host community events such as Tailgate, Back To School Bash, Maverick March and Bonfire, Meet The Team to encourage community involvement in the school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: PMHS will actively incorporate appropriate technologies throughout the campus to support both instructional and administrative needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students and teachers will have access to technology in the classroom.	✓	✓	✓
2) Infrastructure to allow wireless capabilities will be maintained and working across the campus to support Bring Your Own Technology (BYOT).	✓	✓	✓
3) Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion.	✓	✓	✓
4) Teachers will detail use of technology in their lesson plans and facilitate student use.	✓	✓	✓
5) Students have access to the Edgenuity credit and grade recovery program.	✓	✓	✓
6) All 9th and 10th grade students will be issued a tablet as part of the district's 1:1 initiative.	✓	✓	✓
7) District 1:1 technicians will provide support to students when repairs or replacements are needed on devices.	✓	✓	✓
8) The campus technology committee will regularly evaluate success of 1:1 initiative implementation and will design a discipline policy for devices.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Staff development opportunities will be created and designed for PMHS teachers to learn new ways in which to align current research based practices instructionally with the implementation of new technologies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills.			
2) PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction.	✓	✓	✓
3) Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Miller Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By May 2017, teachers will plan and deliver instruction so that all students are engaged in learning as evidenced by walk-through data and observations showing 90% engagement. Accountability Area Targeted: State and Federal

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will use the SIOP protocol to allow for frequent opportunities for students to engage in the learning process.			
2) All teachers will be trained on and use the Talk, Read, Talk, Write strategy to improve literacy skills and academic vocabulary.			
3) Teachers will implement research-based strategies in openings, closings and transitions to engage all students and use the formative data to inform instructional delivery/pacing.			
4) Teams will work in collaborative teams using the PLC model during planning time (during the school day and after school) to create common assessments, plan lessons and analyze data. The item analysis and data protocol will be used to structure conversation during PLC time.			
5) Peer observations will be used to allow teachers to learn from one another and celebrate successes.			
6) Writing teachers will attend the ABYDOS conference to learn best practices for teaching literacy.			
7) Math teachers will utilize Print Math and Math GPS Readiness kits to address students with math skill gaps.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, there will be a reduction in the reported incidents of bullying as a result of Miller having a safe and disciplined campus environment conducive to learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselors will provide student lessons addressing bullying that will be implemented during plus period time.			
2) Teachers, counselors, principals and parents will communicate to address concerns of bullying			
3) Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, student achievement results will be at or above the district averages in math, ELAR, science and social studies as a result of implementing research-based literacy strategies in every core classroom. Accountability Area Targeted: State & Federal Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize the AR program to promote and increase literacy campus-wide, including SPED and LEP.			
2) Teachers will use sentence starters/sentence frames in every classroom, every day to increase the amount of extended written responses students are required to write.			
3) Plan and prepare text coding protocol so that after training, all core teachers are instructing students to use text coding strategies.			
4) Miller will use a daily plus period for extension and intervention based on data and student needs.			
5) Students will participate in Sustained Silent Reading time every day in ELAR.			
6) GT students will participate in inquiry-based projects for enrichment during plus period pull-outs.			
7) Students in need of math and/or literacy remediation will participate in Think Through Math (Math) and/or IStation (Literacy).			
8) Science teachers will attend Conference for the Advancement of Science Teaching (CAST).			
9) Teachers will use Stemscopes software to support students in instruction, reteach, and independent practice.			
10) Provide calculators and batteries for state, district and campus-mandated testing.			
11) Teachers will utilize Flocabulary, the online library of hip-hop songs and videos, to teach blended learning lessons designed by the specialists for district-wide use.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: We will increase our campus attendance rate for the 2016-17 school year by 2%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The campus will have student incentives for perfect attendance.			
2) Teachers will call home if a student has more than two consecutive absences.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By May 2017, the LEP and special education students' achievement scores will be at or above the district average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) SPED students will have their attendance and academic performance monitored to intervene as needed.			
2) Special education and LEP students will be actively engaged in mixed ability groups and instruction.			✓
3) Special education and LEP students' will have academic intervention as needed including plus period pull outs, tutorials, flex grouping, and extended day.			✓
4) LEP students will have their attendance and academic performance monitored to intervene as needed.			
5) Recent immigrant students will use Rosetta Stone during pull outs in addition to class time.		✓	✓
6) Teachers will differentiate instruction for LEP students based on their TELPAS levels for reading, writing, speaking, and listening.			
7) Recent immigrants will have a classroom library of reading materials for silent reading time.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/ Intensive Program of Instruction.			✓
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines.			✓
3) Campus will follow district procedures regarding parental request for special education evaluation.		✓	✓

4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of date from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Aand STAAR Alt Participation Requirement Forms.	✓	✓	✓
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
6) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
7) Campus will follow district procedures in addressing Transition requirements for students with disabilities.	○	○	✓
8) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	✓	✓	✓
9) Student services provided will match the scheduled services identified in their IEP's.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By May 2017, all students will have participated in activities and received information on college and career topics.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The PSAT test will be administered to eighth grade students and seventh graders will take the Kuder test.			
2) Lessons will be provided during plus period homeroom that support college and career readiness for all students.			
3) All 8th graders will take a field trip to tour the Career Tech High School and learn about college/career options available to those who attend.			
4) Train selected teachers on AVID strategies to promote college-ready academic behaviors.			
5) Promote college and career readiness with college/career activities and decor.			
6) Students will participate in and College/Career Awareness activities.			
7) Eighth graders will participate in a college field trip.			
8) Students will participate in individual planning sessions with the counselor regarding the career program of study.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Miller will attain a 90% teacher retention rate.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Build leadership capacity among staff by appointing team leaders who will participate in personal professional growth opportunities, be involved in decision-making, and lead the PLC process.	✓	✓	✓
2) Coordinate activities to promote and maintain team morale such as personal notes, cook-outs, Falcon Shout-Outs, teacher incentives, and team-building.	◔	◔	✓
3) Hire staff and train them to meet the diverse needs of learners including LEP, At Risk, and SPED with research-based instructional strategies. Ex. 7 Steps, Talk Read, Talk Write	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By May 2017, we will consistently increase the amount of parent participation in family events and parent meetings compared to the 2016 data. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide multiple opportunities for parents to participate in the school, such as Pastries with the Principal, Falcon Fall Fest, Festival of Lights, Movie Nights, Literacy Nights, Report Card Nights, and dances			
2) Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Communicate information monthly through a variety of methods in order to increase parent participation compared to the 2016 data. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Maintain current information on the school web site.			
2) Use Twitter, Facebook, Remind, and the phone call out system to communicate important dates and events at least twice each month.			
3) Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By May 2017, we will increase the number of parents we have volunteering at various campus events for students and families compared to the 2016 data. Accountability Area Targeted: State Accountability

Performance Objective 4: We will offer various ways in which parents can become involved with the school and support their students including Parent Ambassadors, Curriculum/STAAR Nights and Charlas.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct parent education classes including Charlas, college readiness, and health and wellness.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2017, we will increase the number of quality partnerships we have with businesses and members of our community through service opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in community service opportunities such as volunteering at the local church, participating in city food drive and toy drive.			
2) Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student support.			
3) Create a Community Outreach Team to actively seek out partnerships in the community.			
4) Conduct an Open House for local businesses, community members, and local leaders to learn about Miller and partnership opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2017, we will increase the amount of blended learning opportunities in the classroom to improve instruction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Our campus will be 1:1 with students using tablets every day.			
2) Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning, and video teaching.			
3) Students will use tablet technology to research and create a tech product demonstrating mastery of the content.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Milstead Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2017, 76% of 5th and 6th Grade Students will meet the standard for ELAR.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. PLC's will be facilitated by the department chair and campus content specialist.			
2) Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, 7 Steps to a Language-Rich Classroom, Anchor Charts).			
3) Utilize the STAAR Field Guide, Bloom's Taxonomy, and Data Heat Map during PLC and individual lesson planning in order to ensure that instructional and assessment practices are closely aligned with the TEKS.			
4) Teachers will collaboratively develop and administer a minimum of 1 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful during Enrichment.			
5) Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of September 2016.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, 88% of 5th Grade Students will meet the standard for Math and 74% of 6th Grade Students will meet the standard for Math.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer target tests and CBA tests and disaggregate data to measure student progress and adjust instructional techniques and objectives. The PLC Data Cycle will be used to identify intervention strategies.			
2) Identify Power Standards that are essential to student success. Utilize Power Standards during instruction, enrichment, and ACE.			
3) Develop 2 questions per lesson that will be asked to students and are aligned with the rigor of the student expectation.			
4) Utilize small group instruction at least once per week to focus on the use of manipulatives and metacognitive strategies.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, 70% of 5th Grade Students will meet the standard for Science.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Curriculum Based Assessments and teacher made assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives.			
2) Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement.			
3) Teachers will post student expectations and ELPS daily as guided by the district scope and sequence and assessment will be closely aligned to the content and cognitive level of the objective.			
4) Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, Questioning Strategies, Small Group Instruction with peers and teacher, and Metacognitive Strategies).			
5) Utilize the STAAR Field Guide, Bloom's Taxonomy, and Data Heat Map during team planning to ensure that instructional and assessment practices are closely aligned with the TEKS.			
6) Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful.			
7) All students will participate in science fair.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June 2017. the percentage of students identified as special education students that achieve satisfactory academic performance on the STAAR Math, Reading, and Science tests will be at least 60% in all subjects.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
2) Campus will follow district procedures regarding parental request for special education evaluations.			
3) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Acc/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. (SG-Science and Math/SE)			
4) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196-Restraint Training and Texas Behavior Support Initiative requirements.			
5) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

6) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
7) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			✓
8) A Campus Leadership Team (CLT) will be created to analyze special education data and determine interventions.			✓
9) Science Saturday Camp will be provided to special education students to provide interactive science lessons.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: By June 2017, the percentage of identified LEP students with satisfactory academic performance on the 2017 Math, Reading, and Science STAAR Tests will be at least 75%. In addition, at least 70% of LEP students will demonstrate progress, 50% of students in years 1-4 and 70% of students in years 5+ will score advanced high on TELPAS.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students at risk of failing.			✓
2) Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition.			✓
3) Analyze previous Spanish and English STAAR results and benchmark data to ensure that students are receiving instruction, accommodations, and taking the appropriate STAAR test.			✓
4) Provide Rosetta Stone during enrichment classes for recent immigrants.			✓
5) Teachers will attend the La Cosecha Conference to acquire research-based strategies and practices.		✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: By June 2017, the CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Families will be invited to attend familty fitness nights in which they will participate in activities that increase health and wellness activities such as the Turkey Trot Jogging Night and Walk Against Drugs.			✓
2) CHAC Committee will meet monthly to ensure the interventions and actions from the campus improvement plan are being met and modified as necessary.			✓

3) Students will participate in Universal Breakfast.			
4) Students will participate in physical activities during physical education.			
5) Students will participate in physical education assessment including two fitness gram assessments.			
6) The Food Bank Scholarship Pantry will visit Milstead at least 4 times this year to distribute food items.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: By June 2017, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced academic performance on the STAAR Math, Reading, and Science tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.			
2) Provide students with the opportunity to participate in the Name that Book Competition.			
3) Provide afterschool enrichment programs for students in areas of interest.			
4) Provide opportunities for students to participate in Texas Performance Standards Projects.			
5) Provide opportunities for extended learning during enrichment classes.			
6) Provide a Spanish Language Arts and Reading Class to 5th Grade Dual Language Students and a Spanish I Class to 6th Grade Dual Language Students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: By June 2017, the average daily attendance (ADA) will be at least 97%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting to ensure accuracy in state reporting.			
2) Call students who are absent a second consecutive day.			
3) Utilize automated phone system to contact parents whenever a child is absent.			

4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities.			
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.			
6) An attendance committee will be created to develop incentives and other programs to increase student attendance.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By August 2017, a dual language teacher will offer 5th grade students Spanish Language Arts and 6th grade students will be offered Spanish I for high school credit.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide dual language classes for qualifying students to build capacity for bilingualism and biliteracy.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2017, the percentage of at-risk students that demonstrate satisfactory academic performance will be at least 70%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Intervention Assistance Team (IAT) will meet at least every 9 weeks with teachers to identify at-risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented on Mizuni.			
2) Provide in class support to at-risk students using a Title I Aide and Instructional Paraprofessional.			✓
3) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: By June 2017, 125 students will participate in the 21st Century ACE Program that provides afterschool and before school enrichment strategies and homework assistance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Advertise the program and recruit students using the marquee, flyers, and phone calls.	✓	✓	✓
2) Provide a variety of classes that will encourage students to participate in the afterschool program. Classes will focus on developing academic skills.			✓
3) Administrators will monitor ACE classes by conducting monthly walkthroughs.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: By June 2017, implement an anti-bullying program to help reduce incidents of bullying by 50%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a bullying training session to all teachers and professional staff.	✓	✓	✓
2) Continue with peer mediation program to help reduce conflict between students and teach conflcit resolution skills.	◔	◕	✓
3) Provide anti-bullying literature to parents through Parent Resource Center and during parent training sessions.	◔	◕	✓
4) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.	✓	✓	✓
5) Provide an anti-bullying presentation to all homeroom classes.	✓	✓	✓
6) Implement strategies and structures from Conscious Discipline.	◔	◕	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2017, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide opportunity for 6th grade students to participate in the Kids2College Program.	✓	✓	✓
2) Provide college week activities to expose students to information about attending college.	✓	✓	✓
3) Provide mentors from the HOSTS Program to all at-risk students.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2017, all teachers will consistently participate in professional development to increase student performance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will actively participate in weekly PLC meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery, and cross curriculuar integration and relevancy.			
2) Peer Facilitators in the areas of ELAR/SS, Math, and Science will be provided as a support to all staff members. Peer Facilitators will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Peer Facilitators will also attend PLC meetings to provide ideas on instructional techniques, suggestions for resources, and to maintain overall focus on district curriculum guidelines.			
3) Provide teachers with opportunities to participate in high-quality professional development, such as Conscious Discipline.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, 100% of new teachers will receive induction support.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teaching Practices.			
2) New teachers will receive a mentor to provide support and assistance in all areas.			
3) New teachers will participate in a New Teacher Academy that will provide them with support and training.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By September 2016, 100% of new teachers will meet the requirements to be highly qualified in their teaching area.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create interview team to help select teachers that meet the requirements to be highly qualified.			
2) Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By September 2016, provide 2 additional Teachers to reduce class sizes.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide 2 additional Teachers to reduce class sizes.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2017, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training for parents on the following topics: Drug Abuse Prevention, Gang Awareness, Higher Education, Title I School-wide Components, Bullying Prevention, Internet Safety, Parenting, Health, and Nutrition.			
2) Provide opportunities for parents to discuss academic performance and expectations with the teacher at Meet the Teacher and Report Card Conferences.			
3) Provide parent engagement opportunties through the ACE Afterschool Program.			
4) Provide Charlas Classes for Parents.			
5) Create a parent center where we can host trainings for parents in a safe and comfortable environment.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, provide information about social and academic programs to parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Tuesday Folders and Student Agendas to facilitate regular communication with parents.			
2) Continue to provide and update a parent resource center in the main office.			
3) Provide updated information on the school website, monthly calendars, through automated callouts, and Facebook.			
4) Provide Parent Connect so that parents have updated information regarding student grades and attendance and inform parents about services using parent newsletter. Grade reporting will be standards-based to ensure that it effectively and accurately communicates student performance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2017, increase the number of business and community partnerships by 25%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue participation in community sponsored programs that provide social and academic support for our students, such as Backpack Buddies.			
2) Seek and develop new partnerships with the business and community that will provide support for our students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2017, provide meaningful opportunities for students to utilize technology in the learning process.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide learning opportunities for students to master the technology TEKS through classroom laptops and mobile computer labs.			
2) Increase technology integration in classroom lessons.			
3) Provide a Technology Elective for Students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, 50% of teachers will participate in at least 3 hours of technology training.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage teachers to participate in district technology training.			
2) Provide technology training on campus.			
3) Provide orientation to technology services.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: At least 50% of core content teachers will implement blended learning to provide individualized learning opportunities to students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide blended learning training to all staff members.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Moore Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs	Considerable	Considerable	Accomplished
2) Implement the district scope and sequence for all courses in grades PK-4	Accomplished	Accomplished	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.	Accomplished	Accomplished	Accomplished
4) Integrate relevant literacy skills across all content areas.	Accomplished	Accomplished	Accomplished
5) Implement gradual release model for lesson design and delivery	Accomplished	Accomplished	Accomplished
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	Considerable	Accomplished	Accomplished
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.	Accomplished	Accomplished	Accomplished
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	Accomplished	Accomplished	Accomplished
9) Provide staff development on utilization of on-line databases and resources.	Some Progress	Accomplished	Accomplished
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	Considerable	Accomplished	Accomplished
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.	Accomplished	Accomplished	Accomplished
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques.	Accomplished	Accomplished	Accomplished
13) Develop and provide research based instructional strategies and staff development plan for technology integration.	Accomplished	Accomplished	Accomplished
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs.	Accomplished	Accomplished	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation.	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.	✓	✓	✓
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments.	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction.	✓	✓	✓
6) Use data disaggregation to drive instruction.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	✓	✓	✓
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	✓	✓	✓
6) Establish and support campus PLCs.	✓	✓	✓
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	✓	✓	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels	✓	✓	✓
5) Provide staff development about reading strategies	✓	✓	✓
6) Provide library books and on-line resources to support all learning styles.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.	◔	◔	✓
2) Promote G/T Summer Exploration Camp opportunities.	●	●	✓
3) G/T students will participate in the Texas Performance Standards Project.	●	◔	✓
4) Students will be clustered and instructed by G/T certified teachers.	✓	✓	✓
5) Promote participation in the Duke Talent Search program in fourth grade.	◔	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.	✓	✓	✓
2) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.	✓	✓	✓
3) Ensure the implementation of 504 accommodations for eligible students.	✓	✓	✓

4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓
5) Implement research-based programs designed to accelerate student learning.	◔	◔	✓
6) Provide additional and individualized support to parents of at risk students.	✓	✓	✓
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.	○	○	✓
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	○	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections.	✓	✓	✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	✓	✓	✓
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.	✓	✓	✓
4) Implement the ESL scope and sequence at all grade levels.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	✓	✓	✓
3) Create a crisis management plan, including safety drills	✓	✓	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	✓	✓	✓

5) Provide Gang Awareness training and Character Education programs.	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	✓	✓	✓
7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	✓	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	◔	◔	✓
4) Administer Fitnessgram and use reports to drive instruction.	○	○	✓
5) Provide parent education opportunities for coordinated school health.	◔	◔	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	✓	✓	✓
3) Use grades and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district-wide grade and/or content appropriate standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.	✓	✓	✓
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.	✓	✓	✓
5) Campus will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms	✓	✓	✓
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	✓	✓	✓
10) Special Education teachers are included in training given in the area of dyslexia and related disorders	✓	✓	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	✓	✓	✓

12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.		✓	✓
2) Establish higher education promotion campaigns.		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year,100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.	✓	✓	✓
2) Provide parent education programs on various topics.	◔	✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	✓	✓	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	◔	✓	✓
5) Implement Give Me Five Parent Volunteer Partnership	◔	◔	✓
6) Provide parent workshops regarding reading with children, on-line resources, and eBooks.	✓	✓	✓
7) Provide instructional resources for parents on the campus website.	✓	✓	✓
8) Provide instructional resources for parents to utilize at home with their children.	✓	✓	✓
9) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.	✓	✓	✓
10) Provide information that can be utilized with students and parents in the interpretation of test results.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.	◔	◔	✓
2) Promote student/parent/business involvement through volunteerism.	◔	◔	✓
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)	✓	✓	✓

4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)			
5) Participate in the See to Succeed program			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	✓	✓	✓
2) Provide opportunities to attend behavior management trainings.	✓	✓	✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).	✓	✓	✓
4) Create campus safety crisis management plans, including safety drills	✓	✓	✓
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.	✓	✓	✓
6) Provide opportunities to attend Gang Awareness training and Character Education programs.	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.	✓	✓	✓
9) Implement and age appropriate and vertically aligned guidance curriculum.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.	✓	✓	✓
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	✓	✓	✓
2) Establish protocols for safety procedures at field trips.	◕	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	◕	✓	✓
2) Provide support for student and staff participation in service learning opportunities.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Morales Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.	✓	✓	✓
2) Implement the district scope and sequence for all courses in grades PK-4	✓	✓	✓
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	✓	✓	✓
4) Integrate relevant literacy skills across all content areas	✓	✓	✓
5) Implement gradual release model for lesson design and delivery	Some Progress	✓	✓
6) Use standardized rubrics for measuring responses fro all writing assignments and/or assessments of all content areas	Some Progress	Some Progress	Some Progress
7) Ensure that all Science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS.	✓	✓	✓
8) Use online databases, eBooks, books and other resources for specific TEKS	✓	✓	✓
9) Provide staff development on utilization of online databases and resources	Some Progress	Some Progress	Some Progress
10) Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.	✓	✓	✓
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices	Some Progress	Some Progress	Some Progress
12) Provide instructional materials and implement research-based strategies based on a daily basis that promote a variety of learner engagement techniques	Considerable	✓	✓
13) Create master schedules that will provide common planning time for teams of teachers and promote times for PLC's	✓	✓	✓
14) Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations. (SG - Writing: All, Hispanic, ED)	✓	✓	✓
15) Grade levels utilize a planning day to prepare for each 9-week scope and sequence. Grade level teams will meet and disaggregate data before they compose 9-week planning to address specific curriculum needs.	✓	✓	✓

✓ = Accomplished Considerable = Considerable Some Progress = Some Progress No Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant status, homeless status, ELL status, and special education participation	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency	◔	◑	◕
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments	◔	◑	◕
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process	◔	◑	✓
5) Provide staff development on data disaggregation and how the data will drive instruction	✓	✓	✓
6) Use data disaggregation to drive instruction	✓	✓	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 3: Provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student	✓	✓	✓
3) Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor	◔	◑	◕
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance	✓	✓	✓
5) Develop a staff development plan that provides differentiated levels of instructional, administrative and support staff	✓	✓	✓
6) Establish and support campus PLC's	✓	✓	✓
7) Allow time for consistent vertical, horizontal and team planning, as well as campus-based staff development	◔	◑	◕

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 4: Implement reading initiatives designed to increase the reading skills of all students evidenced by exceeding state

performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs			
2) Provide time and materials for purposeful reading during the school day			
3) Provide information to teachers regarding the special reading needs of dyslexia students			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels			
5) Provide staff development about reading strategies			
6) Provide library books and online resources in support of all learning styles			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet a more rigorous, project-based curriculum and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district GT identification procedures to increase the number of identified GT students			
2) Promote GT summer camp opportunities			
3) GT students will participate in the Texas Performance Standards Project			
4) GT students will be clustered and instructed by GT certified teachers or teachers in the process of becoming GT certified			
5) Campus will promote the participation of the Duke Talent Search in 4th grade			
6) Implement GT pullout program for identified GT students			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students failing a subject area			
2) Ensure the implementation of 504 accommodations for eligible students			
3) Use data from SE-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			
4) Implement research-based programs designed to accelerate student learning			
5) Provide additional and individualized support to parents of at-risk students			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum.			
4) Implement the ESL scope and sequence with fidelity throughout all grade levels			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, anti-bullying and Conscious Discipline training opportunities for students and staff			
3) Create a crisis management plan, including safety drills			
4) Provide training and implement effective strategies through Safe and Civil schools to reduce inappropriate behaviors			

5) Provide Gang Awareness training and character education programs	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors	◔	◔	◔
7) Provide staff development concerning abuse and reporting obligations	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives	◔	◔	◔
2) Establish a campus health safety advisory committee to develop and support coordinated school health goals and objectives	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	✓	✓	✓
4) Administer FitnessGram and use reports to drive instruction	✓	✓	✓
5) Provide parent education opportunities for coordinated school health	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards and grading standards that are linked to student expectations and are based on best practices	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery of specific student expectations	✓	✓	✓
3) Use grades and/or content specific grading rubrics	✓	✓	✓
4) Use district and campus guidelines regarding the appropriate use of homework	✓	✓	✓
5) Use district-wide grade and/or content-appropriate standards	✓	✓	✓
6) Using an RtI model, students who are failing will be identified and will receive appropriate interventions in a timely manner	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: Campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate timelines			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines			
5) Campus will follow district procedures regarding parental request for special education evaluation			
6) Campus will work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilities by: 1) use of data from progress p=monitoring, CBA's, etc., to make determinations regarding state assessment and ensure progress; 2) ensuring that ARD documents clearly delineate the need for STAAR A or STAAR Alt (i.e., present levels of performance, IEP's, deliberations); and 3) utilizing district/state required STAAR A and STAAR Alt participation requirement forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with restraint training and Texas Behavior Support Initiative requirements			
8) Campus will follow district policy to ensure students with disabilities have access to facilities			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities			
10) Special education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environment			

12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an accelerated instruction and/or intensive program of instruction	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: Student and Teacher access to technology will increase according to the District Technology Plan.
District Technology Plan implementation schedule and completion documentation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer all required IStation assessments	✓	✓	✓
2) Classrooms will be equipped with at least the minimum requirements for the 21st century classroom	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the district technology plan	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlines in the district technology plan	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week	✓	✓	✓
2) Establish higher education promotion campaigns	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers	✓	✓	✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff	✓	✓	✓
5) Provide peer observation opportunities			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs	✓	✓	✓
2) Provide parent education programs on various topics	✓	✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership	✓	✓	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well instructional interventions	✓	✓	✓
5) Provide parent workshops regarding reading with children, online resources, and eBooks			
6) Provide instructional resources for parents on the campus website			
7) Provide instructional resources for parents to utilize at home with their children	✓	✓	✓
8) Provide opportunities for parents to attend grade level and content specific meeting to share expectations, strategies, Title 1 information, and TAPR data	✓	✓	✓
9) Provide parents with information that can be utilized with students and parents in the interpretation of test results			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service	✓	✓	✓
2) Promote student/parent/business involvement through volunteerism	✓	✓	✓
3) Promote service organizations for students in school (865 organization)	✓	✓	✓
4) Participate in See to Succeed program	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with all students			
2) Provide opportunities to attend training in behavior management		✓	✓
3) Provide mediation, conflict resolution, anti-bullying and Conscious Discipline training opportunities for students and staff under the direction of the district Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the district and that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm, or is sufficiently severe, persistent,and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local)	✓	✓	✓
4) Implementation of safety crisis management plans, including safety drills	✓	✓	✓
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior	✓	✓	✓
6) Provide training opportunities for gang awareness and character education programs	✓	✓	✓
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local). Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent or pervasive that the conduct affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities	✓	✓	✓
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior	✓	✓	✓
9) Implement age-appropriate and vertically aligned guidance curriculum			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies	✓	✓	✓
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.	✓	✓	✓
2) Establish protocols for safety procedures for field trips	✓	✓	✓
3) Provide opportunities for employees to be trained in personal safety.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach the significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities	✓	✓	✓
2) Provide support for student and staff participation in service learning opportunities	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Morris Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By August 2016, 90% of all students in each student group, including Special Education, will pass all portions of the state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum and instruction alignment across grade-level cores (SG-Reading, Math, Science, SPED)			
2) Core Data Reviews after all assessments (SG -Reading, Math, Science, SPED)			
3) Provide Grade Level Core tutorials that provide additional instructional time to bubble and below bubble students. (SG-Reading, Math, Science, SPED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: All core classes will meet once a day to provide a learning environment that maximizes instructional time across all content areas.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Instructional Time			
2) All core classes will follow the PISD scope and sequence.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will participate in an Enrichment Class (opposite PE) every other day to allow for an individualized instructional setting and/or enhance reading/writing across all content areas.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Enrichment Class (SG -Reading, Math, Science, SPED)			
2) Students will be provided an individualized instructional time at the beginning of the school day (Power Hour) on a daily basis. (SG - Reading, Math, Science, SPED)			
3) 3) Students who master common assessment skills will be placed in an Enrichment Club during the Power Hour time. Once students master their specific skill in Power Hour, they attend the club of their choice.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students will participate in college exploration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) College and Career Readiness by engaging in an off campus college trip in the Spring of 2016. (SG -Reading, Math, Science, SPED)			
2) Morris Middle School will participate in college week activities across the campus to enhance students understanding of college and career readiness.			
3) All Students will participate in daily activities to learn about funding sources, college/university options, degree plans, etc..to build a greater understanding of college and career opportunities after high school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Morris will work with District personnel to identify Highly Qualified Teachers. This will be accomplished through district job fairs and ATCP programs. PISD, as well as Morris Middle School, offers staff development for all teachers as well as mentoring programs for new teachers.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Mentor programs- the new staff will be paired up with a mentor teacher. They will have weekly meetings to discuss areas of concern/needs.			
2) Staff development- District and Campus SD will be provided based on needs of the teacher and students. (SG -Reading, Math, Science, SPED)			
3) Social Activities-The staff will be involved in various social activities such as pot luck lunches, Friday pop corn, treats in the boxes.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Parents will be invited the building to increase parental/family participation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Trailmixer- before school starts in August, parents and students will be invited to tour the school, meet the teachers, and see various programs at Morris Middle School.	✓	✓	✓
2) Open House- during the month of September, parents rotate through their student's class schedule. This allows them to meet the teachers, hear the school/class goals, and to hear policies and procedures. School spirit shirts are sold, and local companies publicize their products in the cafeteria during the course of the evening for those in attendance.	✓	✓	✓
3) Muffins with Mom/Donuts for Dads- parents are invited to the two separate events to have breakfast with their mom/dad. This is an opportunity for us and the children to say thank you to their parents for their continued hard work and dedication to their children.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 2: All forms of communication will be available to all parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Forms of communication to the parents will include calendars, parent teacher conferences, electronic marquee, phone calls, email, school web-site, weekly folders, student agendas, progress reports and report cards.	✓	✓	✓
2) Communication will be available in English and Spanish.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Our school will seek active participation with community and business partners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) High School Co-op- A local high school student will come to our campus twice a week to help in the front office and the library with various tasks.			
2) Observations-we will partner with UHCL and our Science department to welcome UHCL students into the classroom. The UHCL students will be given the opportunity to have field experience in the classroom and then provided with valuable feedback.			
3) Southbelt Leader- MMS will partner with the Southbelt Leader to display current MMS news such as Honor Roll students and New Year's Resolutions.			
4) BHI Peer Tutors- Students from BHI will come to Morris to work with various students on fluency in ELAR and Math.			
5) Dobie High School- Dobie High School students will come to work with various Morris students on AVID, GRIT and social and emotional skills.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Intervention assistance team will meet as needed to discuss students referred by teacher teams or parents. (SG -Reading, Math, Science, ELL and SPED)

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Tier II intervention will use Success Maker to reduce gaps in reading and math. (SG -Reading, Math, Science, SPED)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: All staff will receive training in technologies identified by the district plan. Trainings will be done by the campus technology liason

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Technology liason will model how to use the computer equipment and promethean boards. He will give suggestions as to how to use in the classroom			
2) Staff will be trained in pedagogy/productivity such as United streaming, Brain pop, etc.			
3) All staff will be trained on how to use the Active Votes and Expressions so that meaningful activities/assessments take place.			
4) Teachers will use mobile labs (COWs) and classroom computers to have students aquire technology skills.They will use Accelerated Reader, Power points, Internet searches, etc.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Teachers will be trained on how to use the various district provided technology to enhance instruction and data disaggregation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use EDUPHORIA to input lesson plans.	✓	✓	✓
2) Teachers will use AWARE data, located in EDUPHORIA, to disaggregate data for their students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: We will replace and update computers as needed to ensure quality opportunities for learning in each and every classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Student computers will be updated regularly and we will replace computer units which become outdated or obsolete			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Park View Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Performance Objective 1: By June 2017, the percentage of students with satisfactory academic performance on the 2017 Math, Reading, Science and Social Studies STAAR Tests will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Curriculum Based Assessments and common teacher assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives. CSF Academic Performance - SG -SPED, SS			
2) Teachers and administrators will participate in weekly team meetings and weekly PLC meetings to align curriculum, assess student needs and share resources and ideas to support student achievement. CSF Academic Performance - SG SPED, SS			
3) Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and sequence and assessment will be aligned to the content and cognitive level of the objective. CSF Academic Performance			
4) Implement school wide research-based instructional strategies to support student learning - tablets, net books, Interactive notebooks, Cornell notes, AVID, Talk/Read, Talk/Write, Seven Languages of a highly effective classroom, Lin Kuzmich, Questioning strategies, Safe and Civil strategies including CHAMPS and small group instruction CSF Academic Performance - SG SPED, SS			
5) All students will participate in the district science fair. CSF Academic Performance			
6) Teachers will use higher level questioning strategies to create a team and/or specifically grouped thematic units. CSF Academic Performance, SPED, SS			
7) Grade reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. CSF Academic Performance -			
8) Students will participate in homeroom activities that engage students in Think Through Math and Accelerated Reader. CSF Academic Performance SG - SPED, SS			
9) All departments will take common assessments to determine student success within an SE. CSF Academic Performance SG - SPED, SS			
10) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
11) Students will be drafted in to Mega Lunch intervention groups to work on content specific skills. SG: SPED, SS			
12) We will provide intensive intervention in math and reading through RTI classes. SG: SPED, SS			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, the percentage of students identified as special education students that achieve satisfactory academic

performance on the STAAR Math, Reading, Science and Social Studies tests will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Park View will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education elegibility are completed within the required timelines. CSF Academic Performance			
2) Provide accommodations and materials to ensure that students identified as special education are being successful. CSF Academic Performance			
3) Park View will follow district procedures regarding parental request for special education evaluations. CSF Academic Performance			
4) Park View will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1) use of data from progress monitoring, CBAs,etc. to make determinations regarding state assessment and ensure progress, 2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and 3) utilizing Destrict/State required STAAR Modified and STAAR Alternative Participation Requirement Forms. CSF Academic Performance - SG , SPED, SS			
5) Park View will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. CSF Academic Performance			
6) Identified special education students will participate in Success Maker and APANGEA to monitor identified strengths and weaknesses and facilitate growth in those areas in preparaton for STAAR. CSF Academic Performance - SG - SPED, SS			
7) Use benchamark data, testing history and classroom observations to create small group instructional opportunities within the regular classroom setting in order to provide accelerated instruction for support faclilitation students. CSF Academic Performance SPED, SS			
8) Monitor Special Education student success through ESPED on a regular basis. CSF Academic Performance			
9) Special education students who did not perform satisfactory on the state assessment willl be provided with special interventions per ARD - accelerated instruction, READ 180, RTI... CSF Academic Performance, SG -SPED, SS			
10) Park View will follow district policy to ensure students with disablilities have access to facilities. CSF Academic Performance			
11) Park View will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Academic Performance			
12) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students - CSF Academic Performance SG - SPED, SS			
13) Co-teach and SF classes will be in place for students requiring support facilitation. CSF Academic Performance SG - SPED, SS			
14) Park View will follow district procedures in addressing transition requirements for students with disabilities. CSF Academic Performance			
15) SPED teachers will receive training on brain based learning techniques.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, the percentage of identified ELL students with satisfactory academic performance on the 2017 Math, Reading, Science and Social Studies STAAR Tests will be equal to or greater than the state average. In addition, at least 75% of ELL students will demonstrate progress, 45% of students in years 1-4 and 65% of students in years 5+ will score advanced high on TELPAS. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the ELL classroom. CSF Academic Performance -SG SPED, SS			
2) Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students who are at risk of failing. CSF Academic Performance			
3) Use assessment data and classroom observations to create small group instruction opportunities within the classroom setting to provide accelerated instruction. CSF Academic Performance - SG SPED, SS			
4) Teachers will use SIOP strategies and will post content and language (listening, speaking, reading and writing) objectives aligned with the district scope and sequence. CSF Academic Performance SG - SPED, SS			
5) Analyze STAAR results and benchmark data to ensure that students are receiving instruction, accommodations and taking the appropriate STAAR test. CSF Academic Performance SG - SPED			
6) LPAC Committee will meet throughout the year (grading periods, mid year and end of year) to review assessment data to determine progress of ELLs CSF Academic Performance			
7) Teachers will review formative and summative assessment data to identify areas where more support is needed. CSF Academic Performance			
8) ELL Aides will be utilized and trained to support ELLs who are in a structured setting. CSF Academic Performance SG SPED, SS			
9) Tutorials and Extended Day will be offered to support ELLs' academic success. CSF Academic Performance SG -SPED, SS			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June 2107, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced academic performance on STAAR Math, Reading, Science and Social Studies tests. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Pre-AP classes to identified gifted and talented students. CSF Academic Performance			
2) Provide students with the opportunity to participate in Tweens Reading, Spelling Bee, Name That Book Competition.... CSF Academic Performance			

3) Provided opportunities for students to participate in Texas Performance Standards Projects. CSF Academic Performance			
4) Provide training opportunities for teachers to learn teaching strategies for our GT population.			
5) Extended day opportunities will be provided to GT students to help further excel their success.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, the average daily attendance will be at least 97%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting to ensure accuracy in state reporting. CSF Academic Performance			
2) Call students who are absent for three consequtive days. CSF Academic Performance			
3) Utilize automated phone system to contact parents whenever a child is absent. CSF Academic Performance			
4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Send out attendance contracts after 10 absences. CSF Academic Performance			
5) Provide couseling services to students who are experiencing attendance issues due to social or emotional reasons. CSF Academic Performance			
6) Make home visits to those students experiencing extreme attendance issues. CSF Academic Performance			
7) Actively pursue leavers and potential dropouts CSF Academic Performance			
8) Recognize and reward perfect attendance throughout the school year with a variety of incentives CSf Social Performance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: By June 2016, the Cowboy University Program will plan and implement activities that increase student and parent awareness of healthy living practices and positive study habit reinforcements. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Families and teachers will be invited to our Cowboy University program to participate in activities that promote communication, Community involvement, healthy exercising techniques, and tutoring habits. CSF Family Engagement			
2) Students will participate in daily physical activities. CSF Academic Performance			

3) Selected students will participate in community service projects that promote social awareness. CSF Social Performance			
4) Beginning 2016/2017 school year, Cowboy University (ACE) program will implement a morning program that targets reading and math.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: By June 2017, The Campus Coordinated Heath Committee will plan and implement activities that increase student, teacher and parent awareness of healthy living as measured by attendance at planned events. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The committee will meet regularly to ensure the interventions and actions from the campus improvement plan are being met. CSF School Climate			
2) Students will participate in Universal Breakfast. CSF School Climate			
3) Students will participate in daily physical activites during physical education. CSF Academic Performance			
4) Students will participate in physical education assessment including two fitness gram assessments. CSF Academic Performance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By June 2017, implement an anti-bullying program to help reduce incidents of bullying by 60%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide bullying training to all teachers and professional staff. CSF School Climate			
2) Continue with peer mediation program to help reduce conflict between students, and teach students conflict resolution skills. CSF School Climate			✓
3) Provide anti-bullying literature to parents through the counseling center. CSF School Climate			
4) Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and posting expectations in all common areas. CSF School Climate			
5) Provide Safe and Civil Schools training to all new teachers to ensure a safe environment for our students. CSF School Climate			
6) Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. Administrators and teachers will select a "Student of the Month" to recognize with an award to promote a positive school culture. CSF School Climate			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2017, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide college week activities to expose students to information about attending college. CSF Academic Performance			✓
2) 8th grade students will be administered the KUDER career inventory test to determine career interests. CSF Academic Performance			✓
3) 8th grade students will be given the Readi-Step Assessment CSF Academic Performance		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: By June 2017, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide academic and counseling support for qualifying at-risk students on campus. CSF Academic Performance - SG SPED, SS			
2) Intervention Assistance Team (IAT) will meet weekly to identify and discuss strategies for assisting those students in need. Interventions will be documented in Mizuni. CSF Academic Performance - SG - SPED, SS			
3) Students identified as at-risk will be provided with tutoring services such as Think Through Math, IStation, Success Maker and Apangea and RTI. CSF Academic Performance - SG -SPED, SS			
4) Provide in class support to at-risk students using a Title 1 Aide and Instructional Paraprofessional. CSF Academic Performance - SG SPED, SS			
5) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class, as well as using IStation during reading class and Think Through Math during math classes. CSF Academic Performance - SG - SPED, SS			
6) Provide additional instruction through tutoring to students in need of assistance. CSF Academic Performance - SG - SPED, SS			
7) The ACE and CIS programs will be utilized to provide academic and emotional support for at-risk students. CSF Academic Performance. SG - SPED, SS			
8) Students who are failing will have the opportunity to recover credits through Edgenuity. CSF Academic Performance			
9) Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observation.			
10) Through Mega Lunch tutorials, students will be able to receive additional assistance throughout the school day. Teachers will provide tutorials and/or enrichment activities. ALL SUBJECTS			
11) Extended day services will be utilized for enrichment activities to push our higher level learning students towards to more fullfilling educational experience. Higher level students will be able to participate in a more rigorous program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2017, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide college week activities to expose students to information about attending college. CSF Academic Performance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2017, 100% of professional staff will participate in regular staff development sessions targeting campus initiatives and the needs of the students as measured by teacher attendance during professional development sessions and evidence of the utilization of techniques in lesson plans and classroom observations. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will actively participate in weekly team meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery and cross curriculuar integreation and relevancy. CSF Teacher Quality	✓	✓	✓
2) ELAR CCA and Peer Facilitators in the areas of SS, Math and Science will be provided as a support to all staff members. Peer Facilitators and CCS will provide staff development opportunities, model lessons and provide feedback based on teacher needs and expertise with the curriculum content. Peer Facilitators and CCS will aslo periodically attend team meetings to provide ideas on instructional techniques, suggestions for resources and to maintain overall focus on district curriculum guidelines. CSF Teacher Quality	✓	✓	✓
3) Peer Facilitators will hold monthly meetings for all new teachers to discuss curriculum, classroom management, staff development opportunities and professional development CSF Teacher Quality			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2017, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teacher Practices. CSF Teacher Quality			
2) New teachers will receive a mentor to provide support and assistance in all areas. CSF Teacher Quality	✓	✓	✓
3) New teachers will receive training on school-wide instructional strategies such as data disaggregation, AVID, Cornell Notes and Interactive Notebooks. CSF Teacher Quality	✓	✓	✓
4) Peer Facilitators will provide training on the usage of 1 to 1 technology. CSF Teacher Quality	✓	✓	✓
5) All teachers will continue professional development growth to ensure success within their content areas.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: By September 2017, 100% of new teachers will meet the requirements to be highly qualified in their teaching area. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create interview team to help select teachers that meet the requirements to be highly qualified. CSF Teacher Quality	✓	✓	✓
2) Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education. CSF Teacher Quality	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2017, we will provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training for parents on the following topics: Title 1 School-Wide Components, ESL, English Aquistition. CSF Family Engagement			
2) Host academic nights that focus on family participation and engagement in student achievement goals in the areas of language arts, math, science and social studies. CSF Family Engagement			
3) Provide opportunties for parents to meet teachers and sign up for parent conferences during Open House. CSF Family Engagement			
4) Parents to new 7th grade Cowboys will be invited to Cowboy Orientation to meet the faculty and staff and tour the campus. CSF Family Engagement			
5) Parents are invited to participate in the Cowboy University Program - 21st Century Grant - to discuss student academics and socialization throughout their academic career. CSF Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, we will provide information about social and academic programs to parents. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parents with a monthly calendar of events. CSF Family Engagement			
2) Provide updated information on the school website and Parent Connect. CSF Family Engagement			
3) Use Parent Connect so that parents have updated information regarding student grades and attendance and inform parents about services using our parent calendar. CSF Family Engagement			
4) Hold monthly parent meetings through the 21st Century Grant program to provide parents with information regarding school initiatives. CSF Family Engagement			
5) Parents and community members will hear about Park View news and upcoming events through the usage of Facebook.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2017, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Seek and develop new partnerships with the business and community that will provide support for our students. CSF Family Engagement			
2) Continue working through our 21st Century Grant to recruit university students and local high school students for student mentorship. CSF Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2017, 80% of teachers will participate in at least 3 hours of technology training. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage teachers to participate in district technology training. CSF N/A			
2) Provide technology training on campus. CSF N/A			
3) Provide One-to-One training to all teachers. CSF N/A			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, 50% of 6th Grade students will meet the proficiency standard on the Tech Literacy Assessment. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide learning opportunities for students to master the technology TEKS through classroom laptops, 1 to 1 netbooks, tablets and computer labs. CSF Academic Performance			
2) Increase technology integration through the usage of student tablets in classroom lessons. CSF Academic Performance			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Parks Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of the district's curriculum, research-based strategies, and rigorous and relevant standards will ensure that 80% of the Parks students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a master schedule that will provide common planning time for grade level teams to develop curriculum based lessons.	✓	✓	✓
2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations.			✓
3) Discuss readiness, supporting, and power standards and review Lead 4 Ward and other resources during PLC and grade level planning meetings.			
4) Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies.		✓	✓
5) Promote an effective delivery of instruction that is aligned with the scope and sequence by scheduling grade level PLC meetings.			✓
6) Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations.			✓
7) Use Thinking Maps, foldables, quick writes, questioning stems, and other open-ended response techniques to check for understanding and to incorporate writing in all core subject areas.			✓
8) Implement the Marzano Nine, Big 8, Kagan Questioning, and other research-based strategies in all classrooms to encourage higher order thinking.			
9) Use manipulatives and other concrete objects when introducing new math concepts.			
10) Submit narrative writing samples monthly; review samples and use standardized rubrics to measure responses for all writing.			✓
11) Visit the science lab to complete experiments each week and incorporate hands-on activities that are aligned with the TEKS during classroom science activities.			✓
12) Implement differentiated research-based instructional strategies such as small and whole group instruction, cooperative grouping, and workstation activities in reading and mathematics.			✓
13) Use standardized rubrics for measuring responses for all writing assignments and/or assessments in all content areas.			
14) Implement the gradual release model for lesson design and delivery.			
15) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices and to review alignment across grade levels.			✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, information from data disaggregation will be used to design effective lessons to ensure that there will be a 25% increase in student performance as measured by results on district and state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review 2016 reading and mathematics STAAR results and set individual goals for each 3rd and 4th grade student.	✓	✓	✓
2) Analyze campus sub-group student performance on assessments disaggregated by: ethnicity, economic status, migrant, homeless, ELLs, and special education participation.	✓	✓	✓
3) Review and share longitudinal data on the percentage of ELLS making progress towards English proficiency.	✓	✓	✓
4) Administer common assessments, reading inventories, and CBAs to all K-4th grade students; analyze and use the collected data to create instructional groups to provide real-time intervention and enrichment support.			✓
5) Use Heat Maps to track CBA/common assessment data; compare district and campus results; make instructional adjustments to ensure student success.			✓
6) Create and utilize a school-wide tracking chart to display students' assessment performance.			✓
7) Conduct quarterly data discussions with PLC teams and make instructional adjustments to ensure the success of all students.			✓
8) Use data binders to collect and organize student information; review information during planning and/or intervention meetings to make instructional decisions to promote student success.			
9) Provide professional development opportunities for general education staff on the intervention and special education referral process.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Professional development opportunities, that focus on the implementation of effective instructional strategies, will be provided. Strategies will be used to design lessons that will increase student performance by 15% as measured by a variety of campus, district and state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide campus based professional development to ensure consistent implementation of the district's curriculum.			✓
2) Schedule monthly campus-based professional development opportunities, that are based on needs assessment data, and utilize strategies in all classrooms.			✓
3) Participate in district focus training and share new information with other team members.			✓

4) Schedule quarterly planning meetings to review the alignment of the scope and sequence, discuss effective instructional practices, and share information with grade level representatives.			
5) Continue using Conscious Discipline resources during PD meetings; discuss and implement Conscious Discipline strategies in all classrooms.			
6) Offer technology training based on the needs of individual teachers.			
7) Review information from the books: Guided Math, Guided Math in Action, 7 Effective Strategies, Think Read Think Write and implement strategies in classrooms.			
8) Support campus professional learning communities and provide time in the master schedule for teams to collaborate.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Staff members will implement reading, writing, and mathematics initiatives designed to increase the academic skills of all students as evidenced by meeting or exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend district-led focus training and share information from the training with all other staff members.			
2) Disaggregate assessment data for the purpose of identifying each student's academic ability level; use data to determine groups and to identify students who need intervention or enrichment.			
3) Include an enrichment class in the PIE rotation to provide reading and mathematics support.			
4) Utilize Word Walls to develop vocabulary by arranging walls by high frequency words and core subject areas.			
5) Develop and implement IPPs for students who qualify to participate in the dyslexia program.			
6) Establish individualized AR goals for students to encourage them to read and complete AR tests to improve comprehension skills.			
7) Provide PD opportunities and coaching support; monitor the implementation of the strategies during instruction.			
8) Use sentence stems to encourage students to talk in complete sentences while using academic vocabulary.			
9) Integrate problem solving while teaching math concepts and require students to use the problem solving model.			
10) Follow the scope and sequence to ensure the implementation of strategies provided in the writing timeline.			
11) Provide library and Kindle books to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, GT certified staff members will provide an array of enrichment activities and extended support services that are geared to meet the unique needs of 100% of the students who participate in the school's gifted and talented program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow the district's GT identification procedures.			
2) Encourage all classroom teachers to attend professional development training in order to obtain GT certification.			
3) Provide six-hour GT update training for certified Parks staff members.			
4) Offer a weekly pull-out program to provide opportunities for gifted and talented students to participate in a variety of enrichment activities.			
5) Encourage identified gifted and talented students to complete a standards-based project and present the project during a district event.			
6) Cluster group students who are identified as GT and provide a differentiated curriculum designed to meet their individualized needs.			
7) Invite gifted and talented students to participate in the district's GT camp in order to provide advanced learning opportunities during the summer.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of identified at-risk students will receive differentiated instruction in all core subject areas designed to help them succeed in the classroom and increase necessary skills so that they perform at or above the average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide PD training to review changes in the intervention process and to teach effective progress monitoring strategies.			
2) Include PIE time in the master schedule and provide appropriate instructional support for students based on information collected from data sources.			
3) Develop Individualized Program Plans for students who qualify for the 504 programs and share plans with staff and student's parents.			
4) Conduct intervention assistance team (IAT) meetings every 6-8 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data.			
5) Implement research-based programs designed to accelerate student learning.			
6) Train selected staff and use the LLI program to provide additional support for Tier III and SPED students.			
7) Provide after-school tutoring support for 3rd and 4th grade students who are not meeting the student expectations.			

8) Share student data with the ACE coordinator and encourage her to invite at-risk students to participate in the after-school program.			
9) Select HOSTS volunteers to mentor selected students who qualify to receive the additional support.			
10) Participate in transition meetings to support ELLs as they move from 4th grade to 5th grade.			
11) Provide support for Tier II and Tier III students and collect data to monitor their progress.			
12) Schedule grade level field trips that are aligned to the student expectations to give students opportunities to participate in a variety of off-campus activities.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: During the current school year, Parks staff will provide additional support and assistance for identified English Language Learners to ensure that their academic performance meets or exceeds the state expectation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow the district's bilingual continuum.			
2) Follow the district's scope and sequence for providing ESL to all ELLs and appropriately implement instruction in core subject areas.			
3) Discuss ELPS objectives during grade level planning meetings and implement strategies in all classrooms.			
4) Schedule monthly bilingual PLC meetings and provide professional development opportunities for staff.			
5) Purchase a wide variety of Spanish library books and other resources.			
6) Select bilingual students to participate in the Spanish Helping One Student to Succeed (HOSTS) program.			
7) Provide all day PK for students who participate in the bilingual program.			
8) Invite bilingual PK and kinder ELLs to participate in the pre-school ELL summer school program and share information with parents to encourage them to allow their child to participate.			
9) Meet with middle school staff members to review bilingual student information to help them make a smooth transition.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of the importance of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in campus and district employee wellness challenges and other coordinated school health initiatives. Share information with other staff.			
2) Establish a Campus Health Advisory Committee (CHAC) that will meet monthly to discuss employee wellness activities and support coordinated school health goals and objectives.			
3) Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite students, staff and parents to participate.			
4) Invite parents, staff and students to participate in the Parks Fun Run; share tips, information and resources with parents.			
5) Schedule a campus health fair and invite community partners to participate in the event to share health related information with all stakeholders.			
6) Provide frequent brain breaks during the instructional day by using Brain Smart Start Conscious Discipline strategies.			
7) Encourage all PK-4th grade students to participate in daily physical fitness before, during PE classes.			
8) Include a 10-20 minute recess in the schedule for PK-4th grade classes.			
9) Administer pre and post Fitnessgram assessments to all eligible 3rd and 4th grade students and use reports to drive instruction.			
10) Provide a variety of fruits and vegetables, along with recipes, for the Parks staff, students, and their families through the Brighter Bites program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During the current school year, classroom teachers will use district grading policies and procedures that link student assessment to mastery of the student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use District grading standards, that are linked to student expectations and based on research-based practices, in all first through fourth grade classes.			
2) Share report card grades, that accurately communicate mastery or non-mastery on specific student expectations, with parents.			
3) Share the standard based report card and rubrics with K-2nd grade parents to help them understand the grading procedures.			
4) Use grade and/or content specific grading rubrics.			
5) Use an RTI model to identify students who are in jeopardy of failing and provide timely and appropriate intervention support.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, the Parks staff will use effective strategies designed to increase the campus attendance rate to 98% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor and document attendance data, conduct quarterly attendance conference, and recognize classes and individual students with excellent attendance.			
2) Utilize the campus intervention programs to provide specific strategies for students with potential attendance problems.			
3) Display class and grade level attendance percentages and share weekly attendance rates during announcements.			
4) Contact parents of students who are not in the classroom by 8:15 to determine the reason for the absence; encourage students to come to school if possible.			
5) Contact parents after a student is absent two consecutive days and document information obtained from parents.			
6) Encourage students to arrive on time and recognize their efforts periodically; contact parents of tardy students.			
7) Schedule weekly attendance celebrations for classes with a 98% attendance rate or higher.			
8) Schedule weekly attendance celebrations for classes without any tardy students.			
9) Monitor student attendance and provide additional support for students and their parents when they are approaching six unexcused absences.			
10) Share attendance expectations and goal with parents and conference with parents to review the Parent/Teacher Compact.			
11) Review daily attendance reports and visit classrooms to visit with each student after they return to greet them with a "butterfly kiss".			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, Parks staff members will collaboratively work with the district special education office to ensure all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Schedule annual or revision ARD meetings in order to develop IEPs designed to meet the needs of each student and provide appropriate support, accommodations, and/or modifications.			
2) Review the previous year state assessment results for each student with a disability. Schedule an ARD meeting, as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction for students who did not meet standards on any assessment.			

3) Review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
4) Monitor special education evaluations to ensure initial referrals are conducted within the appropriate timelines.			
5) Provide additional training and instructional resources for each grade level inclusion teacher and all other staff members working with students with disabilities.			
6) Work collaboratively with the District special education office to ensure initial evaluations are completed within the required timelines.			
7) Follow district procedures regarding parental request for special education evaluation.			
8) Work collaboratively with the District special education office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
9) Work collaboratively with the District SPED office to document appropriate state assessment decision-making processes for students with disabilities by using data from progress monitoring and CBAs/common assessments to make determinations regarding state assessment, ensuring ARD documents clearly delineates the need for STAAR A or STAAR Alt; utilize the TEA required STAAR A and STAAR Alt II Participation Requirement Forms.			
10) Follow district procedures in addressing transition requirements for students with disabilities.			
11) Follow district policy to ensure students with disabilities have access to facilities.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: During the current school year, student and staff access to technology will increase according to the District Technology Plan

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the necessary technical support required to administer the iSTATION assessment.			
2) Ensure that all classrooms are equipped with interactive white boards, LCD projectors, document cameras, and other devices to help create 21st Century learning environments.			
3) Use technology in the PIE schedule and allow students to use Think Through Math, Dream Box, and I-Station to review concepts.			
4) Increase the integration of technology into the instruction, curriculum, and assessment as outlined in the District Technology Plan.			
5) Use Kindles to complete tasks, read books, and play educational games during visits to the library.			
6) Provide technology PD opportunities for all staff to encourage them to integrate technology into their lessons.			
7) Use the mobile labs in all K-4th grade classrooms for research and other effective learning opportunities.			

8) Create and utilize interactive flip charts in classrooms.			
9) Encourage teachers to use ActiVotes and ActiVexpressions for formative assessments.			
10) Use programs such as Extra Math, Fastt Math, Raz-Kids, etc. to help students review a variety of concepts.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Invite community representatives to visit the campus to provide opportunities for students to explore various careers on Career Day.			
3) Share information about a variety of careers during morning announcements weekly.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance that will encourage a 50% increase in an interest in attending college.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Promote awareness of a variety of colleges and universities on the first Monday of each month and during College Week.			
2) Invite parents to attend the PISD College Night and share information that will help them prepare for their child's future.			
3) Display high school and college graduation years outside of each certified staff member's classrooms and encourage students to learn the informatoin.			
4) Display college flags/banner in cafeteria.			
5) Provide opportunities for eligible students to participate in the Duke Talent Search program.			
6) Organize ACE after-school classes by university names, encourage students to research their assigned school, and teach new facts about selected colleges.			
7) Create college information posters and display on each certified teachers door; share information with students during college week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of certified and non-certified staff members will be Highly Qualified based on the No Child Left Behind guidelines, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers.			
2) Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus.			
3) Provide additional support for new staff members by collaborating during meetings, modeling lessons in the classroom, and sharing resources as needed.			
4) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Schedule new teacher meetings and provide additional face-to-face meeting opportunities throughout the year.			
7) Encourage all staff members to serve on at least two campus-based committees in order to expand each teacher's leadership abilities.			
8) Provide a coach to each certified staff member and base decisions on each teacher's individualized needs.			
9) Recognize staff members in a variety of ways throughout the school year.			
10) Establish a Courtesy Committee to provided support and celebrations for staff members.			
11) Plan and schedule school-wide or PLC social events throughout the year to help develop personal relationships with others outside of school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, the Parks parenting program will be revised to promote a 15% increase in parental engagement through educational classes and resources.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide educational resources for parents during parent meetings and on the parent resource table.			
2) Encourage parents to participate in a variety of parenting classes and encourage them to volunteer on campus.			
3) Schedule an Open House meeting during the first weeks of school to share Title I information and give parents and opportunity to meet teachers, administrators, and staff.			
4) Schedule first quarter report card conference and meet with parents to review and sign the parent, teacher, student compact.			
5) Invite parents to participate in monthly Family Library Night to allow them to check out up to eight books in order to read with their child at home.			
6) Schedule grade-level Book Breakfast meetings for parents to share reading strategies that can be used at home.			
7) Schedule Family Academic Nights to share effective strategies with parents.			
8) Required ACE parents to attend a minimum of two school events each semester.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, the Parks parenting program will be enhanced to promote a 15% increase in parental engagement through active communication between school and home.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a parent survey to gather feedback on effective communication skills, opportunities for parent involvement, parenting skills, and school climate.			
2) Communicate with parents by utilizing weekly folders that will be sent home each Tuesday to inform parents of their child's academic and behavioral progress.			
3) Utilize REMIND and a call out system to share important information and events with parents.			
4) Create a monthly calendar of events and share with parents.			

5) Conduct individual conference with all parents by the end of the first quarter to share student expectations and performance information.	✓	✓	✓
6) Share STAAR assessment expectations with the parents of 3rd and 4th grade students during an informational meeting.	●	●	✓
7) Schedule a parenting meeting to share science fair information and post important documents and schedules on the campus website.	✓	✓	✓
8) Schedule grade level music programs to showcase students' talents in fine arts and present programs to parents, students, and staff.	◔	◔	✓
9) Schedule Coffee with the Principals meetings to give parents and other stakeholders opportunities to participate in decision-making.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: During the current school year, opportunities to connect with community leaders and business partners will increase by at lest 5%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage community and business to participate in academic nights for reading, math, and science.	◔	◔	✓
2) Invite community and business members to assist students with reading as HOSTS mentors.	◔	✓	✓
3) Invite business and community members to participate in Career Day.	●	●	●
4) Encourage high school students to provide support in a variety of ways during special events held at Parks.	◔	◔	✓
5) Receive dictionaries for all third grade students from Rotary Club members.	✓	✓	✓
6) Work with community organizations to provide support for needy students and their families during the holiday season.	◔	✓	✓
7) Collaborate with the Houston Food Back and other community partners to provide support for students who participate in the ACE program.	◔	◔	✓
8) Participate in the Let's Get Moving Monday program at the YMCA.	◔	✓	✓
9) Celebrate and appreciate business partners by encouraging staff and students to write thank you cards for the representatives.	◔	◔	✓
10) Encourage students and staff to donate food items for community activities.	◔	✓	✓
11) Work collaboratively with representatives from the Brighter Bites program to provide fruit and vegetables for our 2nd and 4th grade students and their families.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, the Parks staff will sustain a focus on maintaining a safe and orderly environment that is conducive to student learning and employee effectiveness as measured by a 5% decrease in discipline referrals.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement school-wide Guidelines for Success and review common area expectations with students and staff.			
2) Provide ongoing CD training and implement strategies in all classrooms.			
3) Review and revise Safe and Civil lesson plans and implement strategies in all classrooms.			
4) Develop CHAMPS expectations and display posters/pictures throughout the building.			
5) Present CD lessons during announcements and review in class during family meetings.			
6) Conduct monthly School Family assemblies to share CD lessons and other character education tips.			
7) Collect data from parent, staff, and student surveys and use information to make adjustments to campus procedures.			
8) Share drug awareness information with students during Red Ribbon Week.			
9) Work collaboratively with our BRT representative to provide support for students with chronic behavior concerns.			
10) Require all staff members to participate in Gang Awareness.			
11) Collect and review discipline data and develop individual plans for repeat offenders.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: The Parks staff will develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			
3) Establish a crisis team and schedule an emergency drill each semester to practice safety procedures.			

4) Provide medicine procedure training for staff members assigned to administer medication to students when the nurse is unavailable.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 3: The Parks staff will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing crisis management training and document all emergency drills.	◔	◔	◔
2) Establish safety protocols for all common areas and field trips.	◔	◔	✓
3) Require staff members to follow safety procedures and document all accidents.	◔	◔	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 4: The Parks staff will implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support for student and staff participation in a variety of service projects.	◔	◔	✓
2) Encourage fourth grade students to participate in a variety of service clubs.	✓	✓	✓
3) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Pasadena High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Increase graduation of SLR, Special Education, and LEP students by 10%

SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue SLR system and monitoring of SLR, special education and ELL students each 3 weeks. SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓
2) Update and implement a targeted credit recovery system based on data and provide timely interventions for students at-risk of failing SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Increase ELL and SPED STAAR scores by 10%.
SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement and consistent use of ELL Intervention Strategies and SPED Accommodations created within the departments. SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓
2) Staff Development: DI, ESL, SPED, Formative Assessments, Data use to Differentiate Instruction and Interventions, etc. SG - RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: 75% of students will score at the Phase in II Level satisfactory or higher on STARR EOCs in ELA I and ELA II.
SG - RDG: All, H, ED, SE,ELL; Graduation: All

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) All ELA I and II Teachers will participant in regularly schedule District Focus Meetings prior to each six weeks of instruction and implement planning as well as school based Professional Development, including PLCs and use resources and strategies that are part of the trainings and PLC work. SG - RDG: All, H, ED, SE,ELL; Graduation: All	✓	✓	✓
2) Continue consistent use and implementation of the TEKS aligned to district curriculum. SG - RDG: All, H, ED, SE,ELL; Graduation: All	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: 15% of all PHS students will score advanced on one or more EOC and an increase of 10% on AP Qualifying Scores.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Professional development on rigorous instruction and formative assessment and use of data to differentiate instruction.	✓	✓	✓
2) Continue to increase Rigor in all classes as well as support to students to increase Level III Advanced scores, AP qualifying scores, and ACT/SAT scores.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: Rigor and Relevance: Establish campus reform strategies used to reach the school wide academic goals, focus on strengthening the core academic program, create consistency on instructional focus across, content areas, and meet the needs of historically undeserved and populations and low-achieving.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Gradual Release Process: on-going training and implementation- to include strategies and assessments. Lesson plans will include rigorous and relevant questions to support gradual release of learning to the students.	✓	✓	✓
2) Create a campus wide instructional strategies toolkit to be used throughout the school year to hold tip sheets, teacher and student artifacts, assessments, and evidence of research based practices.	✓	✓	✓
3) Emphasis on professional development in department/faculty meetings/ Eagle Cafe/ New Teacher Academy staffing. Focus on Research based instructional practices that are aligned with the following: Structured purposeful student writing and dialogue(ie. ABC Writing Strategy and ABC writing, Cornell Note taking) and the use of thinking map.	✓	✓	✓
4) TAKS/EOC preparation camp tutorials targeted at specific instruction based on individual student weakness on identified EOC/TAKS objectives. Provide extended day as an opportunity for students to receive accelerated instruction as well as credit recovery through PLATO. TAKS acceleration will be driven by individual student needs. Continue TAKS/EOC Instructional Clusters activities as a way to review with students in all classes.	✓	✓	✓
5) Peer observations of model classrooms and as a way to build collegial opportunities for professional feedback and dialogue.	✓	✓	✓

6) Provide on going training to ensure that lesson plans include opportunities for quadrant D moments.	✓	✓	✓
7) Lesson planning expectations will focus on four key components: 1. Alignment/congruence to Assessment/proficiency standards;2. increasing relevance; 3. increasing rigor and higher order thinking skills; 4. Bell to bell student engagement and learning	✓	✓	✓
8) Continue weekly planning meetings with higher expectations to include evidence from all members participating.	✓	✓	✓
9) Key team leaders from core department areas will be trained in Data Team analysis strategies and serve as trainer of trainers for their departments. On-going data dissagregation and use this data to drive instruction as grade level core teams and as core departments.	✓	✓	✓
10) Create Vertical Alignment conversation opportunities between Jackson and Queens	✓	✓	✓
11) Continue 8th grade visits to PHS and conduct a Freshman First Day Activity. Use PHS media classes to encourage others to join at PHS.	✓	✓	✓
12) Plan for and use questioning strategies to include non- volunteer questions.	✓	✓	✓
13) Continue on going staff development and implementation of SIOP	✓	✓	✓
14) Talk TAKS/EOC will occur via advisory teachers, respective core teachers classrooms, administration talks during advisory classes. Teachers will use the SIMs forms to review assessment data with individual students.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: Create a monitoring system to support and monitor the success of LEP and SPED students.
RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Establish campus PBM Monitoring team to follow PISD CTE monitoring process to assist in monitoring progress of identified failing students. Team will impact campus level instructional decisions and necessary interventions to promote student success. Areas addressed by team include grades, attendance and student support. RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓
2) Training offered to CTE instructors to support instructional strategies for SPED and LEP students (ie. SIOP, ELPS, etc) RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓
3) Develop and implement a campus monitoring system requiring collaboration of all participants in the student PBM monitoring process. PBM team members attend regular scheduled meetings to impact student assessment results. RDG: All, H, ED, SE,ELL; Math:SE,ELL; Math Participation: SE; Graduation: All	✓	✓	✓
4) Access to Facilities- PHS will follow district policy to ensure students with disabilities have access to facilities	✓	✓	✓
5) Transitions Requirements- PHS will follow district procedures in addressing Transition requirements for students with disabilities.	✓	✓	✓
6) Parent request for SPED evaluation to determine eligibility for SPED. PHS will follow district procedures regarding parent request for SPED evaluation.	✓	✓	✓

7) Special Education Timelines- Work Collaboratively with the District Special Education Office to ensure initial evaluation to determine special eligibility are complete within the required timelines	✓	✓	✓
8) State Assessment Decision Making Process for students with disabilities- Work collaboratively with the District Special Education Office to monitor appropriate TAKS M/TAKS Alt participation decisions, 1. Use data from progress monitoring, CBA's, etc, to make determinations regarding state assessment and ensure progress. 2. Ensure ARD Document clearly delineates the need for TAKS M/TAKS Alt.	✓	✓	✓
9) Texas Behavior Support Initiative- Work collaboratively with the District Education Office to ensure compliance with the Senate Bill 1196	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Establish a grading policy and guidelines to include staff development, reform, and increased awareness and understanding of assessment of proficiency standards to ensure grades reported are a reflection of the student's mastery to a particular learning objective

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a master schedule that incorporates teaming and common planning on for the 9th, 10th and 11th grade SIOP.	✓	✓	✓
2) Extend current failure prevention interventions by providing additional options per all four tiers of the failure prevention plan.	✓	✓	✓
3) Update grading policy and procedures using end of the year data and make adjustments throughout the year. Book study among PHS leadership team and departments on Ken O'Connor's book titled, " 15 Fixes for Broken Grades."	✓	✓	✓
4) Plan cooperative learning strategies/structures to include think-pair-shares, Kagan strategies and on-going training and support.	✓	✓	✓
5) Throughout the year, continue staff development of for each proficiencies courses in selected areas.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Establish strategies to provide timely and effective additional assistance for all students not meeting state's standards. Particular focus on sub-groups and students identified as LEP, SPED, At- Risk, Homeless, Economically Disadvantaged and Migrant.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a flexible schedule to ensure we continue the pull-out acceleration of learning during advisory and electives. Focus will be all content areas. TAKS talks will occur via advisory teachers, respective core teachers, classroom/admin talks during advisory classes. Teachers will use the SIM's forms to review assessment data.	✓	✓	✓
2) Strategies to coordinate programs/services/funds in order to increase program effectiveness, eliminate duplication, and to reduce fragmentation of the instructional programs (i.e CTE, SPED, GT, At-Risk, Technology, GEAR UP, CIS, 21st Century etc)	✓	✓	✓
3) Flexible opportunities for students to receive accelerated/intervention instruction (ie. extended day, plato credit recovery, and 8th period day, etc.)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Establish policies, procedures, and effective strategies to decrease student behavior concerns and increased instructional time.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use campus Safe and Civil Schools Team, District BRT, and EVT to establish campus policies/procedures and training to implement an effective Discipline and Tardy policy to decrease student behavior concerns and increase student time spent in classroom/instructional setting.	✓	✓	✓
2) Teacher will monitor the halls from the middle of the hallway during each passing period. Teachers will practice following the Ratio of Interaction as well as be assigned a tardy duty station after transitions periods.	✓	✓	✓
3) Small learning communities will be implemented in 9th, 10th and 11th grade SIOP teams.	✓	✓	✓
4) Student Relationships: Evidence of Capturing Kids Hearts strategies in the classrooms, Positive Ratio of Interaction, and Safe and Civil Schools recommended strategies.Increase opportunities to build traditions/climate/building pride/campus celebrations through a strong advisory program, extra-curricular activities and programs, and faculty meetings.	✓	✓	✓
5) Establish a Freshman 1st day for incoming 9th grade students to return to school one day before the official 1st day of students in order to get to know the campus, teachers, and attend a variety of activities, including an elective fair.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Increase awareness and participation in exploratory, elective, and advanced academics program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Reorganization of Counseling duties will reflect expansion of career emphasis for all students. Counselors will emphasize career opportunities and Programs of Study for all students.	✓	✓	✓
2) Maintain a strong exploratory and elective program, such as Fine Arts, Athletics, GEAR UP, CIS, 21st Century Grant, CTE, and student clubs and organizations. Establish strategies to increase student involvement.	✓	✓	✓
3) Maintain a strong Advanced Academics program and opportunities for students to participate in AVID, PreAP/AP courses, Dual Credit Courses, and Pasadena Early College High School.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Establish effective strategies to maintain a positive school climate and culture that promotes high expectations and values the campus history and traditions.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase opportunities to build tradition/climate/building/pride/campus celebrations through a strong student advisory program, extra-curricular activities and programs, and faculty meetings.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Continue on going staff development and implementation of SIOP.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Train staff on instructional strategies to meet the needs of economically disadvantaged students (i.e. Ruby Payne, Cultural Awareness, etc).	✓	✓	✓
2) PISD Special Programs will provide staff development and follow up walkthroughs for CTE faculty to provide direct support with ELPS and SIOP strategies.	✓	✓	✓
3) Peer observations of model classrooms and as a way to build collegial opportunities for professional feedback and dialogue.	✓	✓	✓
4) Provide on going training to ensure that lesson plans include opportunities for quadrant D moments.	✓	✓	✓
5) Continue on going staff development and implementation SIOP	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Establish strategies for the recruitment and retention of highly qualified teachers and paraprofessionals in core academic subjects.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Establish and sustain New Teacher Mentoring program to support both, mentor teachers and new teachers. All new teachers will be assigned a mentor. Mentors will receive on-going staff development on mentoring and teacher instructional coaching.	✓	✓	✓
2) Collaborate with PISD ATCP and external ACP programs to ensure a smooth transition and on-going support for teachers, new to the teaching profession.	✓	✓	✓
3) Collaborate with PISD HR department and attend teacher recruiting trips to appropriate and relevant job fairs to recruit Highly Qualifies teachers.	✓	✓	✓
4) Provide opportunities (at PHS, PISD Staff Development, Region IV, Harris County Department of Education, and others as they are identified) and awareness for on-going staff development and support for all teachers.	✓	✓	✓
5) On going Safe and Civil Updates for staff	✓	✓	✓
6) Train and Implement CHAMPS Campus Wide	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Use Creative Strategies to increase participation and involvement in decision making and goal setting to meet the needs and vision of the campus

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure that appropriate staff members are represented in meetings and decision-making committees in order to make informed decisions concerning all sub groups.	✓	✓	✓
2) Provide a variety of opportunities for PHS Faculty and staff to be involved, get information, make suggestions, and give feedback in order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program.	✓	✓	✓
3) Provide opportunities (at PHS, PISD Staff Development, Region IV, Harris County Department of Education, and others as they are identified and awareness for on going staff development and support for all teachers.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Establish effective strategies to promote a culture of high parent involvement and participation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct grade level and topic specific meetings for parents through out the year, including special extracurricular activities and events. Ensure opportunities for participation of parents of LEP, SPED, Migrant, Homeless, Economically disadvantaged, and At-Risk students.	✓	✓	✓
2) Increase opportunities and encourage parents to attend meetings (i.e. Open House, SPED ARD's, LEP transitions and LPAC, and conferences) and make a good faith effort to provide reasonable support as requested. Increase communication and campus awareness(written, marquee signs, via phone systems, electronic media/ websites and social media)	✓	✓	✓
3) Ensure that all appropriate and relevant parent notifications go home in a timely manner and in accordance with local, state, and federal policies, guidelines, regulations and applicable laws. Ensure that good faith effort and to the extent possible, that all communication and school information is sent in the appropriate home language.	✓	✓	✓
4) Notify parents if a class is being taught y a non-highly qualified teacher.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: We will increase opportunities to collaborate with community/business members and assist in bridging a gateway of unlimited resources available to PHS's culturally rich and diverse student and parent population.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Developing new and sustaining partnerships with our community through a collaborative and servant leadership attitude (ie. CTE Partnerships, DECA, BPA, FFA, Pasadena Livestock Show and Rodeo, HOSA, Auto Body and Auto Mechanics).	✓	✓	✓
2) CIS acts as a liaison between school and community to assist in fostering a relationship by bridging access and availability of resources for PHS's students and parents.	✓	✓	✓
3) Through networking with our community partners (ie. optimist, Rotary, Young Knights and Kewana's Club) we will provide opportunities of mentoring growth. By hosting many community activities(Homecoming-Alumni, Burn Sam and Octoberfest, etc) we will become a link that binds the community to PHS.	✓	✓	✓
4) Increase awareness of CTE programs with business community to expand business partnerships.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) PHS is committed to making every classroom conducive to the 21st century learner by providing relevant technology (ie. tablets, laptops, desktops, promethean boards, active votes, document cameras, etc).	✓	✓	✓
2) With increased access to internet browsers and the unblocking of websites the district has allowed more available instructional resources and promoted the use of relevant technology for students (ie. Edmodo, YouTube, 3 mobile labs, 5yr computer rotation, etc).	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Pearl Hall Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK-4.			
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and lab activities in alignment with state Science TEKS.			
8) Use online databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of online databases and resources.			
10) Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices.			
12) Provide instructional materials and implement research-based strategies, such as the Big Eight, on a daily basis to promote a variety of learner engagement techniques.			
13) Develop and provide research-based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at

least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and Special Education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Support campus PLC's.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reader.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for GT students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district GT identification procedures.			
2) Promote GT Summer Exploration Camp opportunities.			
3) GT students will participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by GT certified teachers.			
5) Implement GT Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in 4th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional support to parents of at-risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content-appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: During the current school year, the campus will collaboratively work with the district Special Education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine Special Education eligibility are completed within the required timelines.			
5) Campus will follow district procedures regarding parental request for Special Education evaluation.			

6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPS, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure that students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders.			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer required iStation assessments.			
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature- and technology-rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentoring and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, including online resources and eBooks.			
6) Provide educational resources for parents on the campus website.			
7) Provide instructional resources for parents to utilize at home with their children.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students (Student Council, Service Club, etc.).			
4) Participate in the See to Succeed program.			

5) Participate in the Super Smile Savers program.			
6) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills.			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to school staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement an age-appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The campus will sustain a focus on safety for all students and staff as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service-learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Pomeroy Elementary Performance Objectives 2016-2017

Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Curriculum implementation through campus walkthroughs.			✓
2) Implement the district scope and sequence for all courses in grades PK-4			✓
3) Provide campus based staff development to ensure consistent implementation of Curriculum and rigor and relevance standards			✓
4) Integrate relevant literacy skills across all content areas.			✓
5) Implement gradual release model for lesson design and delivery			✓
6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas			✓
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.			✓
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS			✓
9) Provide staff development on utilization of on-line databases and resources			✓
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			✓
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			✓
12) Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques.			◔
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			✓
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			✓

✓ = Accomplished ◔ = Considerable ◑ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day.			✓
3) Provide information to teachers regarding special reading needs of dyslexia students.			✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels			✓
5) Provide staff development about reading strategies			✓
6) Provide library books and on-line resources to support all learning styles.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			✓
2) Promote G/T Summer Exploration Camp opportunities			✓
3) G/T students will participate in the Texas Performance Standards Project.			✓
4) Students will be clustered and instructed by G/T certified teachers.			✓
5) Promote participation in the Duke Talent Search program in fourth grade.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			✓
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			✓

4) Implement research-based programs designed to accelerate student learning.			✓
5) Provide additional and individualized support to parents of at risk students.			✓
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 7: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			✓
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			✓
4) Implement the ESL scope and sequence at all grade levels.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students			✓
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			✓
3) Create a crisis management plans, including safety drills.			✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			✓
5) Provide Character Education programs			✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			✓
7) Provide staff development concerning abuse and reporting obligations			✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			✓
4) Administer Fitnessgram and use reports to drive instruction			✓
5) Provide Parent Education Opportunities for coordinated school health.			◔

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.			✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			✓
3) Use grades and/or content specific grading rubrics.			✓
4) 4) Use district guidelines regarding the appropriate use of homework.			✓
5) 5) Use district-wide grade and/or content appropriate standards.		✓	✓
6) 6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			✓
2) 2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			✓
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			✓
5) Campus will follow district procedures regarding parental request for special education evaluation.			✓
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR and STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms			✓
7) the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.			✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			✓
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			✓
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.			✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: II. We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1) Encourage more students to attend college by promoting College Week.			✓
2) Establish higher education promotion campaigns.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: III. We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year,100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			✓
2) Provide mentorship and staff development opportunities to new personnel.			✓
3) Expand leadership and mentoring opportunities for all staff.			✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: IV. We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			✓
2) Provide parent education programs on various topics.			✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership			✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			✓
5) Implement Give Me Five Parent Volunteer Partnership			✓
6) Provide parent workshops regarding reading with children, on-line resources, and eBooks			✓
7) Provide instructional resources for parents on the campus website.			◔
8) Provide instructional resources for parents to utilize at home with their children.			✓
9) Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data.			◔
10) Provide information that can be utilized with students and parents in the interpretation of test results.			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			✓
2) Promote student/parent/business involvement through volunteerism			✓
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)			✓
4) Participate in the See to Succeed program			○

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			✓
2) Provide opportunities to attend behavior management trainings.			✓
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			✓
4) Create campus safety crisis management plans, including safety drills			✓
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			✓
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			✓
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			✓
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol

implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Queens Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By June 2017, the percentage of all students and subgroups including ELL students with satisfactory academic performance on the 2016 Math, Reading, Science, Social Studies, and Writing STAAR test will be equal or greater than that of the state average. In addition, percentage of ELL students meeting standard on ALL STAAR tests will demonstrate progress according to Accountability Standards. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition while using a specific research-based strategy. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
2) Use assessment data and classroom observations to create instructional opportunities within the classroom setting to provide differentiated learning,. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
3) Analyze previous STAAR results and benchmark data to ensure that students are receiving instruction based on need, accommodations, and taking the appropriate STAAR Test. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
4) Provide Saturday Camps, extended day opportunities, and morning tutorials for ELL students and recent immigrants. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
5) A collaborative meeting with ESL teacher and Peer facilitator will be on a monthly basis to identity specific strategies for implementation in the ELL classroom.TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
6) Create and build a leveled library to accommodate various reading levels when scaffolding and differentiating classroom instruction. On the month of September 2016 is Fountas and Pinnell leveled Literacy Library acquired TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
7) All ELL, M1, and M2 students will receive support and materials necessary to make them successful. (SG-WRI, READ, SS, ESL, SPED)			
8) Weekly Professional Learning Communties will be implemented to discuss and align curriculum, assess student needs, share resources, and ideas to improve student achievement. (SG-WRI, READ, SS, ESL, SPED).			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, the percentage of students identified as special education students that achieve satisfactory academic performance on the STAAR Math, Reading, Social Studies, and Science tests will be equal to or greater than the state average. Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identified special education students will participate in Think Through Math, Istation, Fountas and Pinnell Leveled Literacy Library, and tutoring based progress monitoring to identify strengths and weaknesses and facilitate growth in those areas in preparation for STAAR. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
2) Campus will work collaboratively with the district Sp. Ed. office to ensure compliance with Texas Behavior Support Initiative requirements and Restraint training. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)			
3) Campus will follow district procedures regarding parental request for special education evaluations. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)			
4) Campus will work collaboratively with the district office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1. use of data from progress monitoring, CBA's etc. to make determinations regarding state assessment and ensure progress, 2. ensure ARD document clearly delineates the need for STAAR Alt (ex. PLAFF's, IEP's deliberations) and 3. utilizing District/State required STAAR and STAAR Alternative Participation Requirement forms. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
5) Provide accommodations and materials to ensure students identified as special education are being successful. TEC\u00c3\u0083\u00c6'\u00c3\u00a2\u00e2\u0082\u00ac\u00c5\u00a1\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
6) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility and completed within the required timelines. TEC\u00c3\u0082\u00c2\u00a739.106(b)(2), (SG-WRI, READ, SS, ESL, SPED)			
7) Campus will review student data on an individual basis and consider least restrictive environment prior to placing students in a special education setting. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
8) Campus will follow district policy to ensure students with disabilities have access to facilities. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)			
9) Monitor special education student success through Gradespeed on a regular basis. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
10) ALL SPED Reading teachers will participate in district Istation training and receive in class support/feedback from district personnel during the school year.(SG-WRI, READ, SS, ESL, SPED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By June 2017, the percentage of students with satisfactory academic performance on the 2016 Math, Reading, Writing, Science, and Social Studies STAAR Tests will be equal to or greater than the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize Bloom's Taxonomy, Eduphoria resources, data heat maps, District Schoology Curriculum, and district specialists during team and individual lesson planning in order to ensure that instructional and assessment practices are closely aligned with the TEKS. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10),			

2) Implement school-wide researched-based strategies to support student learning such as teachers using signals, frequently checking for understanding, students speaking in complete sentences, randomization, use of academic vocabulary and word walls. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
3) Teachers will post student expectations and language objectives daily as guided by district scope and sequence and assessment will be aligned to the content and cognitive level of objective. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED)			
4) Teachers will participate in PLC meetings and monthly focus meetings to align curriculum, assess student needs, and share resources and ideas to support student achievement. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(10),			
5) Administer Curriculum Based Assessments and teacher made assessments and disaggregate data to measure student progress, assign data based tuturials, and adjust instructional techniques and objectives. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10),(SG-WRI, READ, SS, ESL, SPED)			
6) Personnel, training, and supplies are allocated to ensure that our at-risk students are successful. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
7) Teachers, Peer Facilitators, instructional aides, and support personnel will provide students with supplies and meaningful instruction based upon various training received for the use of researched-based activities in order to better prepare our students. TEC\u00c3\u0083\u0083\u00c3\u00a2\u0080\u009a\u00c3\u0083\u0082\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
8) Teachers, Peer Facilitators, instructional aides, and support personnel will provide students with supplies and meaningful instruction based upon various training received for the use of researched-based activities in order to better prepare our students. TEC\u00c3\u0083\u0083\u00c3\u00a2\u0080\u009a\u00c3\u0083\u0082\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED)			
9) Teachers will meet weekly by subject/grade level to plan lessons and interventions based on SEs. (SG-WRI, READ, SS, ESL, SPED)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: By June 2017, 100% of the students identified as gifted and talented will demonstrate satisfactory academic peformance and at least 65% of the gifted and talented students will demonstrate advanced academic performance on the STAAR Math, Reading, Social Studies, and Science Tests. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide gifted and talented and/or PreAP classes to students identified as gifted and talented. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(8)			
2) Provide students with the opportunity to participate in the Name that Book Competition and Pentathlon. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8)			
3) Provide after school enrichment programs for students in areas of interest (Communities in Schools and 21st Century ACE). TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED)			
4) Provide gifted and talented students enrichment opportunities in order to stretch learning and make them highly successful. TEC\u00c2\u00a739.106(b)(10			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: By June 2017, the average daily attendance (ADA) will be at least 99%. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting to ensure accuracy in state reporting. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	✓	✓	✓
2) Call students who are absent a second consecutive day. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	✓	✓	✓
3) Utilize automated phone system to contact parents when a child is absent. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	✓	✓	✓
4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)	✓	✓	✓
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12)			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 6: By June 2017, The Coordinated School Health Committee will plan and implement at least two activities that increase student and parent awareness of healthy living practices as measured by attendance and planned events. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in universal breakfast. TECA39.106(b)(7) (11)(12)	✓	✓	✓
2) CSHC will meet four times a year to ensure that the interventions and actions from the CIP plan are being met and modified as necessary. TECA39.106(b)(8)			
3) Nutritional information about common foods eaten by teens and some healthy alternatives will be placed in various locations in the cafeteria and updated periodically. TECA39.106(b)(8)			
4) Students will participate in physical activities during physical education. TECA39.106(b)(8)	✓	✓	✓
5) Students will participate in physical education assessments including but not limited to fitness gram assessements. TECA39.106(b)(7) (11)(12)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 7: Performance Objective 1: By June 2017, all students and each student group, including special education students, ELL students, At-Risk students, Economically Disadvantaged students, White students, Hispanic students, Asian students, and African American students tested on STAAR will have satisfactory academic performance in reading, math, writing, science, and social studies sections of the state assessments and each group will be equal or greater than that of the state average. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) English, Reading, ELAR teachers will gain ESL Certificate by May 2017. (SG-WRI, READ, SS, ESL, SPED)			
2) Teachers will participate in PLC meetings weekly to align curriculum, assess student needs, and share resources and ideas to improve student achievement including SE targeted interventions for students. (SG-WRI, READ, SS, ESL, SPED).			
3) Use research-based high yield strategies such as Big 8 Literacy Strategies, 7 Steps to a Language Rich Classroom strategies, TRTW, ABC Writing, formal writing assessment, and interactive vocabulary word walls to promote a rigorous writing program in support of student learning. (SG-WRI, READ, SS, ESL, SPED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By June 2017, provide information and create systems to eliminate incidents of bullying. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide an anti-bullying training session to all teachers and professional staff. TECA39.106(b)(8)			
2) Continue the implementation of Safe and Civil Schools systems and CHAMPS by providing new teachers with training and posting expectations in common areas. TECA39.106(b)(8)			
3) Provide anti-bullying literature to parents through parent meetings and trainings. TECA39.106(b)(8)			
4) Utilize a school-wide anti-bullying reporting system. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(8)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017, we will increase the amount of students participating in the 21st Century Program that provides afterschool and before school enrichment strategies and homework assistance. Accountability Area Targeted: State Accountability

Performance Objective 3: By June 2017, Increase student awareness of college requirements and 21st century career options. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Kuder Career Interest Inventory to 7th grade students and utilize results in development of the 4 year plans. TECÃ39.106(b)(10)			
2) Conduct college week activities during Intervention period to promote college awareness.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June 2017, increase the effectiveness and attendance of tutorials (am, pm, saturdays, extended day, etc.) for all grade levels. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Meet periodically with students (Intervention team, Administration, etc.) formally and informally regarding opportunities for academic support and tutorial options.			
2) Students participate in Intervention period activities such as smart goals, contracts, and compacts to help them identify areas of need for tutorials, etc.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.

Performance Objective 1: By June 2017, Increase student awareness of college requirements and 21st century career options. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide field trip opportunities to college and universities to all grade levels. TECÃ39.106(b)(8)			
2) provide campus wide college and career fair experience to all students. TECÃ39.106(b)(8)			
3) Provide college week activities to expose students to information about attending college. TECÃÂ39.106(b)(8)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2017, 100% of professional staff will participate in regular staff development trainings focused on campus initiatives and students needs as measured through walkthroughs and observations. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will actively participate in PLC meetings to discuss instructional objectives and language objectives guided by district scope and sequence and analyze data based on common assessment and district CBAs. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED)			
2) 100% of core academic teachers will develop and complete lesson plans utilizing district resources that include campus instructional targets, student expectations from the scope and sequence. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED)			
3) Peer facilitators and the ELAR Content Specialist will provide support and coaching in the core areas through model lessons and instructional practice. PF's will also periodically attend department and grade level meetings to provide instructional support, suggestions of resources, and to maintain overall focus on district curriculum guidelines. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED)			
4) New teachers will receive training in school-wide instructional strategies. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED)			
5) New teachers will receive a mentor. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2017, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training for parents on various topics (Love and Logic, Title 1 School-wide Components, Anti-Bullying, Charlas.). TEC39.106(b)(4)			
2) provide opportunities to discuss academic performance and expectations through conferences, open house nights, etc.. TEC 39.106(b)(4)			
3) provide school-parent compacts from the district. TEC 39.106(b)(4)			
4) Host academic nights such as Family Literacy Night.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2017, Increase the number of community business and partnerships participating in college and career fair by 10%.
Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Recruit college and businesses to participate in Career Day or Community Night. TEC39.106(b)(4)			
2) Seek and develop new partnerships with business and community that will provide support for our students. TEC39.106(b)(4)			
3) Continue to support and work with community organizations, and provide instructional materials to nearby apartment complexes for students preK through 12. TEC39.106(b)(4)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 1: By June 2017, we will ensure that 100% of all learning environments are equipped with technology appropriate to the grade level and subject. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure schoolwide participation in the district 1:1 technology initiative which provides students with a personal student tablet. (pending parent contract , usage fee)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: By June 2015, we will ensure that 100% of all students and staff have ready access to effective and efficient technology/application and support of those devices. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize resources to ensure core teachers have access and training to effectively implement components of technology applications such as Think Through Math, Edgenuity, I-station, LAN School, and Schoology in order to support for one to one implementation. TEC\u00c2\u00a739.106(b)(10)			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: By June 2017, we will ensure that 85% of all faculty are utilizing virtual/technological formative assessments to support instructional need and interventions. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide access and training to teachers for technology to be utilized in the classroom. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5)			
2) Review data to match academic, technological supports and resources to student needs during interventions (Schoology). TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\, Personalized Learning, I-Station, Rosette Stoneu00c2\u00a739.106(b)(7) (11)(12)			
3) Implement a credit recovery system with edgenuity for students who are unsuccessful during a six weeks period.	✗	✗	✗

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Rayburn High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: SRHS faculty align written curriculum, instructional strategies, and assessments to the TEKS /College and Career Readiness Standards based instructional targets to ensure student success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Write and review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, effective questioning strategies, literacy strategies and assessment. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
2) Utilize strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence.			
3) Any student who fails an EOC test will be provided remediation through a variety of ways: individual tutorials, EOC remediation class, summer Boot Camp, mandatory tutorials, pull out reteach opportunities, Success Time structured tutorials, and continual support during the school day in all classes. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
4) All staff will attend FOCUS meetings/DWSD to align lessons to district scope and sequence.			
5) All teachers will support core content areas by incorporating creative and relevant instructional practices in their specific content area, resulting in increased opportunities to utilize critical thinking skills required for career and college readiness.			
6) ACE after school program will implement a range of classes to support student social and intellectual development and to increase attendance and college readiness.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Teachers across all content areas will implement reading and writing into their instruction, focusing on the types of literacy skills practitioners in their discipline would use in real world contexts.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate at least one writing strategy in their instruction daily. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
2) Teachers will implement before, during, and after reading strategies to increase student engagement and build literacy skills. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			

3) Implementation of a variety of research-based writing strategies including but not limited to short-ended responses, BIG 8, 7 steps to a language rich classroom, quick writes, Cornell note taking, expository, persuasive, and analysis essays. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
4) Students who scored minimum or below on the ELA End of Course assessment will be offered an opportunity to attend focused intervention on critical reading and writing skills necessary for success. They will also be scheduled into a needs focused Success Time during the school day. ELL students with need will be double blocked into a reading and EOSL course. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
5) Eleventh and Twelfth grade students who have not met standard on the STAAR exam will be placed in a 35 or 45 English course to develop needing reading and writing skills. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Professional Learning Communities will meet at least 90 minutes per week to review and discuss effective instructional strategies. Formative and summative assessment will be used to drive team planning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum assessments will be administered and student scores evaluated at the end of each grading cycle.			
2) Benchmarks will be administered and student scores evaluated on an annual basis.			
3) STAAR EOC will be administered and student scores evaluated on an annual basis.			
4) PLC's will adjust instruction and instructional strategies to increase student success after analysis of CBA's, Benchmarks, EOC's and other formative and summative assessments. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
5) Teachers, Administrators, and PLC's will adjust and create remediation to address the needs of students not meeting the prescribed standard on CBA's, Benchmarks, EOC's and other formative assessments. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: The percentage of students identified as special education students that achieve satisfactory academic performance on STAAR will be equal to or greater that the districts average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
2) Campus will follow district procedures regarding parental request for special education evaluation.			

3) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction. (SG/Per-Reading SE; Math SE, Science SE; SS SE)			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Modified an STAAR Alternative Participation Requirement Forms. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			
8) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. (SG/Per-Reading SEl; Math SE; Science SE; SS SE)			
9) Provide accommodations and materials to ensure that students identified as special education as being successful.(SG/PER-Reading SE; Math SE, Science SE, SS SE)			
10) Provide Specially Designed Instruction (SDI) training to all special education and general education teachers in co-teach classrooms to maximize effectiveness of instruction and student support in SF classes. (SG/PER-Reading SE; Math SE; Science SE, SS SE)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: Establish strategies and interventions to provide timely and effective additional assistance for all students not meeting state's standards. Particular focus on sub-groups and students identified as LEP, SPED, At- Risk, Homeless, Economically Disadvantaged, Gifted and Talented, and Migrant.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Limited English Proficient students will be provided opportunities, during the school day, to use the Reading Smart program, Think Through Math, Edgenuity, and LUCHA programs to prepare them for success on STAAR assessments. (SG/Per-Reading ELLl; Math ELL; SS ELL)			
2) Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide accelerated instruction. (SG/Per-Reading ELL; Math ELL; SS ELL)			
3) Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition.			
4) All special population students will be encouraged to attend EOC tutorials before and after school and during assigned Success Time. Tutorials will be based on areas of weakness as indicated by reports on AWARE. (SG/Per-Reading ELL; Math ELL; SS ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: SRHS will provide opportunities for teachers to communicate with students for college and career readiness and to monitor student progress in attendance and academics.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Guidance Lessons, with a Career and College focus, will be sent to Advisory and Success teachers to implement during various advisory and success time periods.			
2) Advisory teachers will use allotted time to hold individual student conferences to discuss student attendance and academic performance. These conferences will take place before every grading period.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: SRHS faculty and staff will increase student awareness, preparation for and the college application process.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The following resources and events will support students in the college application process and financial aid process: Advise Texas Coordinator, Rayburn U Coordinator, San Jacinto College Shared Counselor, Sam Rayburn Counselors, Advisory Teachers, PISD College Week, PISD College Night, PSAT/ACT/SAT Preparation and registration, College Application Week, Decision Day, AVID, and Campus Higher Ed Promotion.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: SRHS faculty and staff will continue to promote and advise students on programs that will help them learn trade skills that will equip them to obtain a career upon graduation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Trade skills and careers will be explored through Career Assessments, Readistep, Kuder, ASVAB, and Annual Career/Elective.			
2) Counseling department will schedule HARN visits, AVID Speakers, and use Community Liaisons as speakers.			
3) Comprehensive Career and Technology Education program will be strengthened and developed.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: SRHS leadership will ensure that all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will hire quality personnel and provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
2) All teachers will participate in staff development opportunities, data dis-aggregation, and school district initiatives.			
3) Establish and sustain New Teacher Mentoring program to support both mentor teachers and teachers new to the profession. All new teachers will be assigned a mentor. Mentors will receive on-going staff development on mentoring and teacher instructional coaching.			
4) All teachers with G/T students will be G/T certified.			
5) All teachers with LEP students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL)			
6) All AP/Pre-AP teachers will be trained through Rice University's Advanced Placement Institute or NMSI.			
7) Hire and retain qualified teachers that fit the culture and climate of the campus.			
8) Interview prospective employees and follow up with detailed reference checks.			
9) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			
10) SRHS will utilize content specialists to facilitate staff development and coach instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: SRHS leadership will increase staff and student participation involvement in decision making and goal setting to meet the needs of the campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a variety of opportunities for faculty and staff to be involved, get information, make suggestions, and give feedback in order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program.			

2) Ensure that appropriate staff members are represented in meetings and decision making committees in order to make informed decisions concerning all sub groups. Committees include Site Based Decision Making, Teacher Leadership, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, Teacher Advisory and other committees established as necessary.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each club or organization and the ACE program will provide opportunities for parental involvement, such as booster clubs, informational meetings, and other events. All events will be advertised to the community via social media, the school marquee and in the community newspaper.			
2) Increase opportunities and encourage parents to attend meetings (i.e. Open House, SPED ARD's, LEP transitions and LPAC, and conferences) and make a good faith effort to provide reasonable support (i.e. Spanish versions and alternate times) as requested. Increase communication and campus awareness (written, marquee signs, via phone systems, electronic media/websites and social media).			
3) Ensure that all appropriate and relevant parent notifications go home in a timely manner. Ensure that good faith effort and to extent possible, that all communication and school information is sent in the appropriate home language.			
4) SRHS faculty and staff will initiate and maintain contact with parents regarding their student's progress. This will be done through phone calls,emails, progress reports, report cards and Parent Connection.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: SRHS faculty and staff will provide parent educational opportunities that promote understanding and awareness of their student's education process.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parents with information that can be utilized in the interpretation of test results.			
2) Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics.			
3) Counselors will provide opportunities for parent development workshops.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: SRHS faculty and staff will create and establish strategies for additional assistance for students not meeting state and national testing standards, inclusive of all learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create remediation programs for students who do not meet state standards. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			
2) Implement boot camps, campus tutorials, focused Success Time reteach lessons and individual tutorials to meet the needs of our students. (SG/Per-Reading All; Math SE, ELL, W, AA; Science SE; SS ELL, SE)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Campus leadership and faculty/staff will collaborate with feeder schools to align curriculum, and to support students academically, socially, and emotionally as they transition to high school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus leadership will develop structure for collaboration between 8th and 9th grade teachers.			
2) Campus leadership will structure 8th grade visits to SRHS for all feeder campuses including campus tour, meeting with upper classmen, and creating next year's class schedule.			
3) PAP teachers and feeder campus PAP teachers will meet to support students in transitioning to high school.			
4) SRHS will continue a Texan Experience that will bring incoming freshmen to school a day before upperclassmen in order to assist with their adjustment to high school.			
5) SRHS core teachers will implement a bridge curriculum after the EOC to prepare students for instruction in the course next in the sequence of courses.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: SRHS faculty and staff will increase opportunities to accelerate and/or remediate high school credits outside the traditional school day/year.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Extend opportunities to students to accelerate high school credit through online and extended year services.			
2) Extend opportunities to students to remediate high school credit through online and extended year services. (S/G: Graduation W, SE, ELL)			
3) Extend opportunities to students through credit by exam.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: SRHS faculty and staff will increase the attendance rate to 90% or above for all students at Sam Rayburn High School.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will call home for excessive absences and document student absence phone contact in Mizuni Dynamic Pages. (SG/PAR-Reading AA, SE, ELL; Math SE, graduation W, SE, ELL))			
2) High attendance rates will be affirmed through postcards, telephone calls, and student incentives.			
3) Phone messenger will utilized to make automated phone calls to homes for student tardy's and absences.(SG/PAR-Reading AA, SE, ELL; Math SE, Graduation: W, SE, ELL)			
4) Administrators and Counselors will conference with students with truancy issues prior to court referrals (SG/PAR-Reading AA, SE, ELL; Math SE,)			
5) Advisory teachers will conference with students regarding attendance.(SG/PAR-Reading AA, SE, ELL; Math SE, Graduation: W, SE, ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: SRHS faculty and staff will increase community and business partnerships through community outreach by students and staff members.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create and plan outreach in the forms of toy drives, food drives, and volunteerism.			
2) Senior student's participation in Seniors Helping Seniors program.			
3) Partner with local business to provide support for families.			
4) Participate in district HOST program with Elementary Schools.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: SRHS faculty and staff will provide opportunities for community involvement and partnerships through campus activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our students.			
2) School partnership will be established with Community in Schools to address student needs.			
3) Community resource program will be established to support student needs through partnership with: Food Banks, CIS, and Salvation Army.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: SRHS faculty, staff, and students will increase use of technology on campus to facilitate 21st century learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus Leadership will be committed to making every classroom conducive to the 21st century learner by providing training on classroom technology to faculty and staff(i.e. technology includes Promethean boards, active votes, document cameras, BYOT, etc).			
2) Teachers will integrate opportunities for students to conduct research, demonstrate creative thinking skills, and develop presentation skills through the use of technology.			
3) Teachers will integrate opportunities for students involve technology and social media and responsible use of technology for students. Students to utilize more online resources, digital textbooks, and other platforms.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Red Bluff Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current year consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitoring curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK to 4.			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differeentiatd research based instructional strategies such as small group instruction, cooperative larning, balanced/guided reading, workstations, guided math and suthentic grading based on SE's.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current year data disaggregation will drive the design of instruction and interventions as measured by at least 5%

reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Using the data provided, develop quality instruction to move students forward in academic areas.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During the current year provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning as well as campus based staff development.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: During the current year implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reading Program.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading improvement and align reading materials to their instructional level.			
7) Provide library books and online resources to support all learning styles.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: During the current year provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in Texas Performance Standards Project			
4) Students will be clustered and instruction by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students			
6) Promote participation in the Duke Talent Search program in fourth grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			

4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at-risk students.			
6) Participate in transition meetings to support ELL students at they move from 4th to 5th grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: During the current school year all staff will to assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with bilingual students working in Spanish. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ELL scope and sequence at all grade levels.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 9: During the current school year coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instructions			
5) Provide Parent Education Opportunities for coordinated school health.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 10: During the current year the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During the current school year increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance			
2) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students are conducted within appropriate timelines.			
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Campuses will follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt, (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instructional materials and training for all teachers and paraprofessionals working with students with disabilities.			
10) Include special education teachers in training given in the area of dyslexia and related disorders.			
11) Monitor the number of students with disabilities being served.			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the Istation assessments that are required.			

2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology to the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current year all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During the current school year all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue a meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs			
2) Provide parent education on various topics.			
3) Implement Superintendent's Stay in School Project/District attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			
6) Provide educational resources for parents on our website.			
7) Provide instructional resources for parents to utilize at home with their children.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title 1 information and data.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Increase community involvement during the current school year by 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Safety Patrol, Recycle Program, Meet in th Middle)			
4) Participate in the See to Succeed program			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			

2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Richey Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1st- 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum.			
2) Administer Curriculum Based Assessments (CBA's) each nine week period in math, reading, writing, science, and/or social studies per the district assessment calendar and conduct PLC meetings to review results and strategize (Kinder through 4th grade as per district assessment calendar).			
3) Disaggregate campus data in order to align curriculum, instructional strategies, and monitor student performance (ex: Data walls, STAAR data, reading levels, TELPAS results, writing exemplars, and analyzing student writing protocol) (Pre-K through 4th grade).[SG:Writing/All Students, Hispanic, ED, and ELL]			
4) Increase the use of the Accelerated Reading Program (Kinder through 4th grade) by increasing opportunities for students to build fluency by reading for pleasure in the classroom (independent reading) and by increasing motivation for the program with AR prizes.			
5) Conduct vertical curriculum meetings on campus to align programs and instructional strategies in grades Pre-K through 4th (includes regular ed. bilingual ed, and special ed staff). [SG:Writing/All Students, Hispanic, ED, and ELL]			
6) Attend 5th grade transition meetings to align ESL instructional levels.			
7) Provide all teachers (Pre-K through 4th, specials staff and paraprofessionals) with instructional materials and technology necessary to implement the curriculum (technology software, foldable paper, materials/resources per content areas, art supplies, copy paper, anchor chart paper, literacy binders, running record materials, office supplies, etc.)			
8) Title I staff (counselor, parent coordinator, teachers, office clerk, & instructional aides) will be utilized to provide academic support to students, coaching for teachers, and behavioral supports for students.			
9) Provide staff development on data disaggregation and how the data will drive instruction. [SG:Writing/All Students, Hispanic, ED, ELL]			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Pre-K teachers will follow district timelines so that students have access to the full range of pre-k guidelines.			
2) Kindergarten teachers will follow district timelines so that students have access to the full curriculum.			
3) 1st and 2nd grade teachers will follow district timelines so that students have access to the full curriculum.			
4) 3rd & 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During the current school year, we will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Richey has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.			
2) Richey will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
3) Richey will follow district procedures regarding parental request for special education evaluation.			
4) Richey will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e., PLAFFPs, IEPS, deliberations) and (3) utilizing TEA required STAAR A an STAAR Alternative Participation Requirement Forms.			
5) Richey will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Richey will follow district policy to ensure students with disabilities have access to facilities.			
7) Richey will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting			
8) Identified special education students will be clustered to facilitate the inclusion process.			
9) Allocate personnel and supportive scheduling to facilitate the inclusion process.			
10) Teachers will create instructional groups using Aware data, Quintile data, WRAP data, and other classroom data to differentiate instruction to meet learner needs.			

11) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
12) Utilize Balanced Literacy approach, leveled literacy readers, shared reading books, classroom leveled libraries, independent reading materials, and GR diagnostic materials to provide appropriate reading instruction for students based on WRAP assessment and grade-level assessments.			
13) Utilize grade level and campus intervention teams to provide input/strategies/supplemental programs/allocation of additional personnel for teachers on how to assist all students who are or may be at-risk including but not limited to migrant, dyslexic, and LEP students.			
14) Students at-risk of failing core content subjects in grades K-4 will be recommended for tutoring during (PIE Time) or after school based on Istation/WRAP, progress reports, benchmark results, etc.			
15) Ensure appropriate accommodations for eligible students (504/dyslexia, LEP, special education, etc.)			
16) Ensure that instruction in bilingual classrooms follows the district bilingual continuum for English language acquisition.			
17) Utilize reports from TELPAS to determine rate of English language acquisition, appropriate linguistic accommodations, and to report progress to parents.			
18) Determine the appropriate language of instruction/ testing based on student needs.			
19) Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate.			
20) Utilize small group instruction to differentiate for students' language and instructional needs.			
21) LPAC/ARD (LARD) committee will staff to review LEP eligibility and to set exit criteria if needed.			
22) Provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services (credit by exam opportunities, G/T camps, Enrichment, DUKE, Texas Standards Project, G/T Showcase).			
23) Implement after school ACE Program during the school year and summer to provide academic support, enrichment activities, college and career readiness activities, etc.			
24) Provide field trips for students in all grade levels.			
25) Provide all students opportunities for real time intervention and enrichment during the school day.~Eagle Time			
26) The Art Smart program allows for collaborative planning time for teachers during PLC and art enrichment for students.			
27) All students will utilize the computer lab to learn technology skills and applications.			
28) Utilize Istation and Waterford per availability in Pre-Kindergarten through 4th grade to promote student academic success with a focus on intervention students.			
29) Teachers and students will fully utilize available technology such as Promethean boards, ELMOs, ActivExpressions, laptop carts, Kindles, Ebooks, etc.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Integrate a set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, and health and nutrition educational development of students, parents, and staff.			
2) Conduct a Turkey Trot "Fun Run" event sponsored by the Physical Education Department in order to promote physical fitness, health and wellness to our students and the community.			
3) Utilize a Traversing wall which will provide a strength and problem solving activity for students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, Richey will promote 21st career and college exploration.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.			
2) Encourage students to attend college by spotlighting a variety of colleges and universities during college week.			
3) ACE students will attend a college field trip through the ACE program.			
4) Path to College Starts with Houston A+ Challenge activities will be offered to Richey parents and students. The main goal is to increase college access and awareness at the elementary level through student and parental involvement (i.e. community walks, Charlas, etc.)			
5) All teachers will integrate technology resources and software to stimulate and support enhanced learning opportunites in the classroom (Think through Math, Brain Pop, Waterford, A-Z Reading, Accelerated Reader, Istation, Dream Box (K-2), etc.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, all Richey Elementary staff members will be highly qualified, and efforts will be made to retain and develop this highly qualified staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Staff will participate in horizontal and vertical planning.			
2) Teachers will attend G/T update training.			
3) PK-4th grade teachers will attend grade level appropriate Focus Trainings.			
4) Teachers will be provided with Coaching opportunities to promote professional growth.			
5) New teachers will be trained over topics relevant to new teachers (New Teacher Academy).			
6) PLC meetings will be scheduled to provide opportunities for collaboration, training and data analysis in order to determine best instructional research based practices.			
7) All staff will receive professional development and implement oral language development strategies targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's (LPAC and OLPT training as needed, Bilingual Focus & FBI Meetings).[SG:Writing/All Students, Hispanic, ED, and ELL]			
8) Encourage staff to seek out and implement training pertinent to their grade levels and/or areas of expertise (i.e. Focus trainings, PISD staff development trainings).			
9) Recruit new teachers through alternative certification programs.			
10) Continue to utilize our New Teacher Academy as a recruiting tool and to maintain existing new teachers.			
11) Teachers will participate in weekly Grade Level Team Meetings and Planning Days for each nine weeks to collaborate, share, and plan for focused instruction.			
12) Provide opportunities for teachers to attend staff development that focuses on the implementation of effective instructional strategies and the PLC process designed to meet the needs of all students and close the achievement gap between student groups (i.e. District Targeted Support Plan, PK Cohort, Guided Math Training, 3P Meetings, PLC Conference, etc.).[SG:Writing/All Students, Hispanic, ED, and ELL]			
13) New faculty members will be assigned a mentor/buddy.			
14) ACE personnel will receive staff development a minimum of three times a year.			
15) Provide appropriate technology training for staff (Istation, Office 360, STAAR Test Maker, AWARE, Web 2.0 classes, etc,).			
16) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Educator of the Month, Pasadena Noon Optimist, Together We Can, etc.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented at Richey Elementary to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parents will be encouraged to participate as volunteers through campus activities and a structured volunteer schedule.			
2) Math and Reading Night, etc. will be offered to provide parents and students the opportunity to participate in fun educational games and activities that can be carried over at home.			
3) Parent workshops will be offered to provide training for involvement in their child's education, parenting classes, parent informational classes, computer and ESL classes, conscious discipline training, health awareness, etc.			
4) Counselor and Parent Coordinator will attend conference for strategies on working with parents and students.			
5) Parents will be active stakeholders in the campus by participating in the LPAC Committee, SBDM Committee, Family Nights, ACE Parent Activities/Events, etc.			
6) Provide Tuesday folders for all students so that parents can monitor academic performance and behavior and so that parents can remain informed about school events.			
7) Provide parents the opportunity to attend a one-on-one report card conference with their child's teacher each 9-week period.			
8) Provide monthly newsletter/calendar to notify parents about school events.			
9) Utilize Richey parent/teacher/parent compact to help everyone understand the important role individuals plays in the education of each child.			
10) Provide updated school web page so that parents can stay informed about school events and have access to educational web-sites.			
11) Provide parents with the opportunity to attend grade level music/art programs so that they can see their child perform.			
12) G/T parent meetings will be offered to parents to provide information on various topics related to the campus G/T program.			
13) Library literacy events/activities such as; extended library hours, etc. will be provided to parents.			
14) Provide parent and community outreach events such as; ABC Dental Screenings and AVANCE Parenting Classes.			
15) Parents will be provided opportunities to attend a parent engagement conference and participation in district parent events.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with business and community stakeholders.

Performance Objective 1: During the current school year, Richey will increase the number of business and community partnerships and involvement.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Partner with Richey Baptist Church to provide alternative evacuation site for students/staff.			✓
2) Through the ACE program, Richey will partner with an outside vendor to provide enrichment.			✓
3) Partner with McDonald's to support student academic performance.			✓
4) Partner with Lyondell- Basell to provide 3rd & 4th grade students the opportunity to participate in a Pen- Pal program, Thanksgiving food drive for families, and Science Fair assistance.			✓
5) Partner with Kruse Clinic to provide medical assistance to Richey Elementary students.			✓
6) Partner with HCDE Adult Education to provide free instruction in ESL and adult basic literacy and math skills.			◔
7) Partner with Pasadena Public Library Programs to provide ACE families the opportunity to attend family story hours, family fun nights, and use the library as a resource (ACE Program).			◔
8) Coordinate with San Jacinto College to attend the See to Succeed field trip for students to receive a free pair of eye glasses.			✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 6: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, Richey will increase positive school family relationships and culture.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Richey will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving appropriate training per their specialization in the Campus/District's behavioral/safety initiatives (CPI, TBSI, T-TESS, Required Annual Health Services Update, Ethics, Suicide, Sexual Harassment, Social Media, Bullying, Child Abuse, FERPA, Raptor system, PBIS, and Crisis Management Training).			
2) Core team will be trained in PBIS school procedures. The core team will come back and train faculty and staff. Parents, students and faculty will be surveyed as part of the Safe and Civil Schools Process.			
3) Provide teachers/paraprofessionals with training, materials, resources, and support in a variety of management techniques for differentiated needs of students to aide with bullying, conflict resolution, violence prevention, relationship building, etc.			
4) Establish a CORE Team with individuals trained in CPI, Youth Mental Health, Conscious Discipline, etc. to support the social, emotional, and physical well-being of all students and staff.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Roberts Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science.			
2) Integrate highly effective research based strategies across the content.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in universal breakfast.			
2) Students will participate in physical education classes.			
3) Students will participate in physical education assessments including Fitnessgram.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Roberts will participate in the district's College Awareness Week.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Roberts will promote college awareness throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Roberts will promote college awareness and preparedness			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Roberts will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Roberts will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents.			
2) We will provide a variety of workshops to parents based on needs of the parents and school			
3) Surveys and requests for volunteers are sent throughout the year			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Roberts will provide each student with technology equipment that will lend success to the students as well as keep the students engaged.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of technology equipment, program, software, etc.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

San Jacinto Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By May 2017, all students and all student groups will increase their performance on state assessments to meet or exceed state average. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will follow the scope and sequence provided by the district and teach the Student Expectations at the level of rigor that is detailed in the TEKS.			
2) All teachers will participate in regularly scheduled planning PLC meetings during their common planning period. Teachers will also attend district focus meetings and department meetings.			
3) All core content area teachers will administer district and campus based common assessments and analyze the data from the assessment each grading period.			
4) All teachers will use the 7 Steps to a Language Rich Classroom strategies and Talk/Read, Talk/Write strategies in addition to other research based teaching strategies to teach all students.			
5) Use of targeted intervention activities through Tiger Advisory Time, Extended Day, Software including I-XL, and LLI Interventions			
6) AR Reading Incentive Program			
7) Library will maintain a collection of a variety of books to support school wide literacy.			
8) Teachers will use iStation results from ISIP to target in class interventions for students who are struggling in Reading.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By May 2017, we will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2016 levels in all tested areas. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Gifted and talented students will be served in PAP classes.			
2) Gifted and Talented students will participate in Texas Performance Standards Project			
3) PAP students will be provided with enrichment activities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: By December 2017, all core teachers at San Jacinto Intermediate, will have attained additional training and/or certification for serving our ESL population. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) English, Reading, ELAR teachers will gain ESL Certificate by August 2017.			
2) Core teachers will participate in training to support academic literacy; including 7 Steps, word walls, structured conversations, and AVID Cornell notes.			
3) LEP Failure rates will be monitored and administrator will meet with teachers to discuss at the 3 and 6 week grading period			
4) Campus will provide MOCK TELPAS training and staff development to increase rater reliability and awareness.			
5) Teachers will create a heat map that is representative of the TELPAS levels of the students in their class in order to tailor instruction to increase levels for the students. Teachers will use research based strategies to incorporate speaking, reading , and writing opportunities for all students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.			
2) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
3) Campus will follow district policy to ensure students with disabilities have access to facilities.			
4) Campus will follow district procedures in addressing transition requirements for students with disabilities.			
5) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			

6) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.			
7) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
8) Campus will follow district procedures regarding parental request for special education evaluation			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day.			
2) ACE (Fusion) Program students will participate in cooking class and physical activities to promote healthy choices.			
3) Coordinated School Health Committee will provide annual training to staff members on the requirements of the program.			
4) Parent newsletter will include information on healthy living choices.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: Each school year, San Jacinto Intermediate will provide character education lessons and training to teachers to implement during their Tiger Advisory Time.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each 6 weeks the students will be exposed to a different character trait and provided guidance on what that particular trait looks like in a persons actions. A character ed lesson will be given to each TAT teacher to teach on Fridays.			
2) Teachers will nominate students who have demonstrated the character trait of the grading period by sending letter home to parent. Students will be invited to a awards ceremony breakfast where they will be given a certificate to showcase.			
3) Counselors will conduct campus wide Bullying Prevention Training and the campus.			
4) Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: San Jacinto Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students are offered Art, Graphic Art, Band, Choir, Orchestra, Speech, Theater Arts, and Broadcast. These programs provide real life skills to our students. Health is also provided as a high school credit.	✓	✓	✓
2) San Jacinto Intermediate will provide enrichment opportunities through an annual field trip and educational trips sponsored by clubs or teachers. Including Senor & Senorita Conference.	◔	✓	✓
3) San Jacinto will participate in the district Chess Club Initiative. CFS Academic Performance	○	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: 8th grade students will have the opportunity to enroll in high school credit courses and take assessments to support high school credits. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Health and Algebra will be offered during the student's 8th grade year.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: By May 2017, we will have conducted transition meetings with the schools in our feeder patterns. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Annual meetings with schools in our feeder pattern with emphasis on special education and LEP, and at-risk.	◔	✓	✓
2) Curriculum based vertical alignment meetings focusing on Math and Reading SG support in ELL and SPED in Math & Reading	◔	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 3: All students have access to a tablet, 24/7 during the school year. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) District will provide tablets to each student with payment of the $25.00 usage fee.	✓	✓	✓
2) Teachers will use technology to enhance instruction including use of district and campus provided websites.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 4: By May 2017, student attendance rate will increase to 96%. Accountability Area Targets: State Assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Campus Attendance Administrator will work with Attendance clerk to identify students with excessive absences for each grading period. CAA will conduct intervention meetings with the students and parents. CSF Learning Time and Academic Performance.			
2) Students with perfect attendance will be recognized each six weeks. CSF School Climate			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Counselors meet with each student to go over Kuder assessment results. CSF Use of Quality Data			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Each November students will participate in College and Career Week activities. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. CSF: Family Engagement Learning Time			
2) Students will participate in Career Day activities. CSF Academic Performance and Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Students will be given the opportunity to participate in the AVID program at San Jacinto.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will go through a application and interview process to enter AVID program.			
2) Avid site team will train students and staff in AVID strategies to promote academic success and college readiness. SG support in ELL and SPED in all areas			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By August of each school year, all new teachers will be provided additional support and training to ensure a successful school year. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus conducts meetings with new staff regularly through the year to provide support via our A.N.T.s (Appreciate New Teachers) program CSF Teacher Quality			
2) All teachers new to our building are assigned a mentor or buddy depending on level of experience.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Faculty and staff members will demonstrate ownership for decision making regularly throughout each school year through faculty meetings, SBDM, and Leadership Cadre. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Staff development activities are based on teacher input and campus needs. CSF Teacher Quality,Small-Group support in ELL and SPED in all areas			
2) Teachers will participate weekly grade level/faculty meeting to promote professional communication and collaboration on our campus. CSF Teacher Quality, Small-Group support in ELL and SPED in all areas			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administrative team will participate in book studies to increase the effectiveness of the team and campus.			
2) Select campus leaders will participate in a PLC Summer Institute.			
3) Campus Leadership Cadre will meet regularly to review data and analyze root causes.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Campus will continue the use of a strategic support plan for all teachers.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will meet with administrators three times a year to evaluate plan level. Support plan will be based on data from observations, and student success on common assessments.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During each school year parents are given the opportunity to participate in at least six student/parent events. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By May 2017, parents will have access to multiple training opportunities. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Rosetta Stone language software is available for our parents and teachers to learn English.			
2) The ACE a program will offer training opportunities to our parents.			
3) Parents will have access to the district CHARLAS classes that provide parents with the tools to support their child with their education.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During the month of November, we will bring in community and business leaders to promote college and career awareness. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Faculty and Staff will seek individuals to participate in career day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By May of 2017, ACE Program will have assisted 135 students. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Faculty and staff will work with ACE program Coordinator to identify student needs and align afterschool enrichment to scope and sequence.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Business partners will be sought annually to support the San Jacinto Invitational, which is a school wide fundraiser. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) San Jacinto Invitational committee members and faculty and staff will seek donations for the tournament. CSF: Family Engagement			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: San Jacinto has established a clear line of communication to parents via Facebook, Instagram, Remind 101, and Twitter. Students and Parents are up to date with weekly events and can access resources.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus has registered an account on Instagram, Facebook, and Twitter to share resources, updates, and highlights with parents.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: The campus will monitor technology needs annually. Accountability Area Targeted: State Assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct inventory twice each school year and identify any nonworking or outdated technology assets. CSF Use of Quality Data			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: All teachers and administrators will attend technology training to enhance their ability to integrate technology into San Jacinto Intermediate's daily operations. Accountability Area Targeted: State Assessment

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Technology training for all members of the learning community (faculty, staff, and students). Including but not limited to ongoing technology training each grading period, summer technology training provided by our district, TCEA, online training opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Schneider Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, district staff development implementation, and rigor, relevance, and relationship principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2, Satisfactory Phase in Two and Final Recommendation standards including our targeted student subgroups and student populations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct Campus Visits and Coaching by Associate Superintendents, Instructional Specialists and Curriculum & Instructional Directors	✓	✓	✓
2) Implement a graduated, content-specific reading and writing plan for all courses in grades Pre-K to 12. [SG: Performance SpEd Writing/ELL Writing]	✓	✓	✓
3) Implementation of the district curriculum, research based strategies, and district staff development topics/presentations will ensure that our students will meet or exceed the state average on STAAR at Level 2, Satisfactory Phase in Two and Final Recommendation standards including our targeted student subgroups and student populations.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students including targeted subpopulations of students (Special Education, Limited English Proficiency, Gifted and Talented, and African American students) will meet or surpass the district and state average performance on the Reading, Math, and Science portions of the STAAR state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will continuously review, analyze, and disaggregate campus student data past and present to determine needs and align curriculum and instructional strategies.			✓
2) Teachers will provide leadership and participate in daily PLC meetings by content area to align curriculum, assess student needs, implement data protocol discussions, share resources, and ideas to support student achievement.	✓	✓	✓
3) Team Leaders will participate in Team Leader Meetings and leadership training and professional development in order to provide support to teachers in PLC integrated teams.			
4) Provide tutorials and targeted enrichment based on data to students during Spartan Power Hour PIE time.			
5) Extend student learning by providing internet capable e-readers to targeted students to support learning in Reading.			

6) Teachers will participate in creating Common Assessments and analyzing results in PLC Meetings in order to monitor student progress and align the curriculum.			
7) Maintain high quality and diverse library books.			
8) Provide daily time for SSR (Silent Sustained Reading) in self-selected books.			
9) Teachers will utilize Science Labs to provide demonstrations and experiments to support science TEKS.			
10) Extended Day, Before School, Spartan Power Hour, and/or Enrichment classes will assist the students in meeting or surpassing the district and state average performance on the Reading, Math, and Science portion of the STAAR state assessment.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Limited English Proficient students will meet or surpass state average LEP performance on the Reading, Math, and Science portion of the STAAR state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure that Bilingual/ESL/Migrant program guidelines are followed to ensure appropriate program placement.			
2) Provide TELPAS Training for teachers serving LEP students.			
3) Utilize research-based SIOP instructional strategies, Seven Strategies for Language Rich Classrooms, Talk Read Talk Write, and content and language objectives to promote continued English language acquisition.			
4) Monitor the progress of M1 and M2 students who have exited the bilingual program.			
5) Provide practice using Rosetta Stone software for Recent Immigrant students and ensure that the Recent Immigrant students are progressing and assimilating through the academic support they receive in their immersed classes.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: African American students will meet or surpass state average African American performance on the Reading, Math, and Science Portion of the STAAR state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create AWARE monitoring group to monitor performance data with a growth mindset focusing on student academic improvement.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Special Education students will meet or surpass state average Special Education performance on the Reading, Math, and Science Portion of the STAAR state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure Special Education students are provided their ARD committee designated accommodations and modifications according to their individual education plan (IEP) in the least restrictive classroom setting. Support and curriculum/instructional access for eligible special education students will be provided through Resource, Support Facilitation, SUCCESS, and/or ABLE classroom settings as deemed appropriate through diagnostic testing and ARD committee decision(s).			
2) Provide appropriate accommodations and materials for students in SUCCESS and ABLE classrooms.			
3) Conduct IEP reviews each nine weeks to ensure appropriate accommodations for Special Education students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: G/T students will meet or surpass state average G/T performance on the Reading, Math, and Science Portion of the STAAR state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students opportunities to participate in G/T Performance Standards project.			
2) Ensure G/T identification procedures remain free from bias.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: Students' safety, health, and emotional well being will improve as evidenced by student surveys, fitness gram reports, and health screen reports.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in Greek Week activities in order to learn: classroom procedures and expectations, campus and district discipline policy, create classroom social contracts, and build rapport with teachers through teambuilding activities.			
2) Foundations Team will participate in Safe and Civil schools (PBIS) training and will conduct school common area observations in order to assess safety practices and procedures.			
3) Teachers will receive CHAMPS training and updates to ensure safe and orderly classroom environment.			
4) Provide students, parents, and teachers drug prevention information and activities during Red Ribbon Week.			

5) Provide homebound and pregnancy related services as needed.			
6) Participate in monthly fire drills and other crisis drills to ensure student safety.			
7) Provide teachers continued Conscious Discipline Professional Development strategies for relationship building purposes with students.			
8) Students will participate in a Coordinated Health program integrating health related activities with promoting an overall healthy lifestyle and choices.			
9) Teachers will have the opportunity to participate in a Coordinated Health program through district promoted healthy activities.			
10) W.A.V.E. School-Based Health Clinic will provide services so that prompt attention and care can be administered to students as needed.			
11) Incoming 5th graders will have the opportunity to participate in Spartan Camp in order to assist and support them with transition from elementary to middle school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Monitor and improve attendance rate to 97%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting to ensure accuracy in state reporting.			
2) Teachers contact students who are absent three or more consecutive days.			
3) Provide student attendance incentives in order to increase attendance rates.			
4) Follow the state attendance policy and district attendance policy and procedure for unexcused student absences.			
5) Utilize daily School Messenger call out system to notify parents of absences.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Identified students will receive Intervention services/strategies in a flexible learning environment in order to assist the student in closing academic gaps in his/her learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Intervention Team will meet regularly in order to identify students in need of intervention and to follow-up on students currently in Tier II or Tier III intervention.			
2) Utilize the Accelerated Reader STAR report, Istation report and Think Through Math report as needed with identified Tier I, II, and III students and monitor student progress.			
3) The Behavior Response Team (BRT) will be contacted and will work with our parents/students are identified in need of behavioral intervention.			
4) Provide intervention for students in need and if strategies are not successful, consider students for Special Education, Dyslexia, or Section 504 services as appropriate.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: CIS and 21st Century ACE programs will provide academic enrichment for identified At-Risk students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CIS will provide social services and supportive guidance for students and families in need.			
2) 21st Century After School Program (ACE) will be provided for identified at-risk students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.

Performance Objective 1: Students will have the opportunity to explore College and Career Pathways and develop the skills needed for success in Intermediate, High School, and beyond.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will have the opportunity to participate in Career Day activities.			
2) 6th Grade students will participate in Kids to College and will tour a college campus.			
3) Schoolwide participation in the AVID Elementary program will increase awareness of scholarly student strategies, increase rigor through WICOR, and will increase student responsibility in learning.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of teachers on the campus will meet highly qualified status.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district and other job fairs as needed in order to recruit highly qualified teachers.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: 100% of new teachers will be provided a formal/informal mentor by September of the new school year and will be provided support and training throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Host New Teacher Luncheon and invite new teachers, mentors/buddies, and team leaders in order to orient and train teachers new to the campus prior to the first day back on duty.			
2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.			
3) Conduct New Teacher Academy to provide CHAMPS training to new teachers regarding classroom management and campus/district initiatives.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide professional development based on Comprehensive Needs Assessment as approved by the campus Site Based Decision Making Team and/or required by the district by the end of the school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will participate in Team Meetings for the purposes of planning and meeting the behavioral, social, and emotional needs of the students on the team.			
2) Teachers will participate in PLC meetings daily for the purposes of aligning curriculum, designing assessments, and sharing instructional resources and ideas.			
3) Teachers will participate in monthly Faculty Meetings for the purposes of professional development, assessing schoolwide data, and addressing school organizational issues.			
4) Teachers will participate in district and other professional development sessions which support their own goals and growth.			

5) Provide team building and support to teachers on a periodic basis to support teacher satisfaction and retention.			
6) Provide technology training to teachers with varied technology programs and elements of choice to support learner needs.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Provide all parents the opportunity to participate in training and activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide parental workshops in the areas identified as interests in the parent survey.			
2) Implement planned events in order to bridge the gap between home and school so that the parents will take pro-active, positive steps along with the campus to ensure that their child is academically, physically, and emotionally successful.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Provide parents access to parenting resources, electronic resources, social services support, and campus communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase and vary communication and parental resources through the use of Social Media sources such as: the school website, Facebook page, School Messenger, Parent Connect, Class Dojo, and Remind texting service.			
2) CIS will provide social services and supportive guidance for families in need.			
3) 21st Century After School Program (ACE) will provide structure and guidance for families in need.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will pursue vital and ongoing relationships with business and community partners.

Performance Objective 1: Increase business/community support and participation on the campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Invite business and community participation on Career Day and record participation for future involvement.			
2) Request business/community support and sponsorship for various school activities such as; Parent workshops; Family Nights for Literacy, Math &Science; and End of Year Carnival			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Increase teacher participation in technology training.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide multiple opportunities during PLCs, half day training with substitutes provided, after school, and on professional development days for technology integration training.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Teachers will increase integration of technology into classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Integrate technology resources such as Schoology, Class Dojo, Online adopted textbooks, and Blend Space in PLC meetings.			
2) Train teachers on available PISD electronic resources, and other internet resources to provide instructional enhancement.			
3) Utilize Istation, Accelerated Reader, Think Through Math, and electronic textbook adoption to increase core content proficiency through technology and across content areas.			
4) Continued training and professional development in Small Group Instruction, Blended Learning, and Rotations to prepare for Connect technology program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Shaw Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Shaw Middle School students will show a 5% improvement in scores from the 2016 STAAR to the 2017 STAAR and district CBAs in Reading, Math, and Science.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will utilize data during planning to focus on low SEs and use standard clarfications and the Lead4ward pages to improve instruction for low SEs.			
2) Teachers will participate in weekly department planning meetings to align resources to SEs, share resources, and discuss how to utilize available resources on campus.			
3) Peer Facilitators will meet with departments to assess resources needed to effectively implement the curriculum.			
4) Provide extended day to students at-risk of failing the STAAR assessment in reading, math, or science. (SG Science/Special Ed)			
5) Provide support to migrant students and students designated homeless through McKinney-Vento.			
6) Create department common assessments and use the data to target low SEs to drive instruction and form flexible groups for small group instruction based on SEs.			
7) SWAT classes for ELAR and Math have been scheduled specifically to have on their rosters students who had the lowest scores on the 2015 STAAR.			
8) Scheduling for Level I and II students were scheduled specifically in groups to help with the implementation of ESL strategies.			
9) Utilize a data wall to monitor SE progress as well as the system safeguard groups. (SG Science/Special Ed)			
10) Personnel utilized to meet the needs of at-risk students			
11) substitutes utilized for staff members to receive training to meet the needs of at-risk students.			
12) Provide substitutes, trainings, and instructional supplies in order to meet the needs of at-risk students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students identified gifted and talented and identified Pre-AP will score at a Level III in one STAAR tested area and surpass the district average on CBAs.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.			✓
2) Provide opportunities for students to participate in Texas Performance Standards Projects.			✓
3) Use common assessments set at a higher passing standard and follow the district pre-ap curriculum.			✓
4) Teachers incorporate MAPP strategies in GT clusters.			◔
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 3: Identified LEP students will score within 10 points on common assessments, CBAs, and STAAR as compared to non-LEP students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilzation of ESL strategies in every class and implementation of ELPS.			◔
2) The Bilingual Support Facilitator will provide support to teachers who have LEP students by providing resources, materials, and ideas for scaffolding the learning of ELLs.			✗
3) Master schedule accommodates linguistic differences to provide equal access to the curriculum.			◔
4) The bilingual department will provide staff development on 7 Steps for Language Rich Classrooms.			◔
5) Bilingual pull out for "gap lessons" during SWAT.			✗
6) Provide extended day tutorials.			✗
7) Substitutes utilized for staff members to receive training to meet the needs of LEP/ESL students.			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 4: Special education students will achieve at or more than a grade level growth as determined by Section 2 of State Accountability.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure special education instructional accommodations, IEP goals and objectives, and testing accommodations are implemented. (SG Science/Special Ed)			◔
2) The ARD Committee will review the previous year's state assessment scores for each student to determine if an Accelerated Instruction/Intensive Program of Instruction is necessary.			✗

3) Work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			✓
4) Follow district procedures regarding parental request for special education evaluation.			✓
5) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing District/State required STAAR Accommodated an STAAR Alternative Participation Requirement Forms.			◔
6) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.â\u0080\u009d			✓
7) Follow district policy to ensure students with disabilities have access to facilities.			✓
8) Follow district procedures in addressing Transition requirements for students with disabilities.			✓
9) Collaboration between general education teachers and special education teachers to provide instructional strategies and specially designed instruction for special education students. (SG Science/Special Ed)			◔
10) Through collaboration, teachers will provide intense, direct instruction in science and reading for special education students within the general education classroom. (SG Science/Special Ed)			◔
11) Incorporate SDI strategies in resource classrooms and support facilitation classrooms.			◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 5: Implement an anti-bullying program to help reduce incidents of bullying by 25%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Require all teachers and professional staff to view and print a certificate of completion from the Bullying Training ecourse in eduphoria and bully training by counselors.			✓
2) Provide a Bully Box to students so they can report cases of bullying. Training will be provided during Flight Week.			✓
3) Provide anti-bullying literature to parents through the Parent Resource Center and during parent training sessions.			✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 6: Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) The CATCH/Go Green Committee will meet monthly to ensure that plans are in place for Family Health and Fitness Night.			✗
2) Students will participate in physical activities during physical education classes.			✓
3) Students will participate in physical education assessments including Fitnessgram.			●
4) Students in 5th and 6th grade will participate in BASIC Training curriculum which is the district approved human sexuality curriculum.			✓
5) Students will participate in Universal Breakfast			✓
6) Provide homebound and pregnancy related services as needed.			✓
7) Students will participate in Flight Week activities in order to: learn classroom procedures and expectations, learn about campus and district discipline policies, build rapport with teachers through team building activities, and learn all safety drills.			✓
8) Provide classroom violence and bullying prevention lessons.			✓
9) Provide drug prevention information and activities.			◔
10) Participate in monthly fire drills and other crisis drills to ensure student safety.			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Attendance rate for 2016-17 will increase to 97.3%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In order to create a safe, civil and productive environment, Shaw MS will implement CHAMPs, Guidelines for Success, Rise and Shine, SWAT, routines and procedures taught during Flight Week and revisited as needed.			✓
2) Monitor daily attendance reporting to ensure accuracy in state reporting.			✓
3) Call students who are absent after three consecutive days.			✓
4) Utilize automated phone system to contact parents whenever a child is absent.			✗
5) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities.			✗
6) Recognize students with Perfect Attendance at Academic Pep Rallies.			✓
7) SWAG counseling groups for motivation, lunch groups, and home visits for students with consecutive absences.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Anchor Time - tracking improvement on Essentail SE's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) SWAT time will be used for targeted small group instruction, flexible grouping, SSR, math practice, and in school tutorials for at-risk students.			✓
2) Identified Tier II students will be provided targeted small group instruction.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 100% of 6th grade students will participate in the Kids 2 College Program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Social Studies teachers will teach the Kids 2 College curriculum to all classes.			✓
2) Provide college week activities to all students to expose them to information about attending college.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of new teachers will receive staff development and support with campus expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) New teachers will participate in New Teacher Academy that will will provide timely training and support.			
2) New teachers will receive a mentor to provide support and assistance in all areas.			
3) New teachers will receive training in school-wide instructional strategies and CHAMPs.			
4) We will hire school personnel to effectively meet the needs of at-risk students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: 100% of new teachers will be provided a mentor by September of the new school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Host New Teacher Orientation/Luncheon for new teachers, mentors, and team leaders in order to orient and train teachers new to the campus prior to the first day on duty.			
2) Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Hire highly qualified teachers to ensure student success.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Teachers will participate in a minimum of 12 hours of staff development that aligns with campus initiatives and teacher needs by June 30, 2015.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) August staff development will be focused on campus needs based on staff surveys.			
2) Provide opportunities for teachers to attend professional conferences i.e. PLC, CAMT, CAST, TMSA, TEPSA, TABE			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Increase parent engagement/involvement in school related activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Host Family Academic Night that focuses on parent and student engagement in activities in ELAR, Math, Science, and Social Studies			
2) Provide opportunities for parents to discuss academic performance and expectations with teachers at Report Card Conferences.			
3) Provide monthly parent meetings, Coffee Talks, for parents to ask questions and receive school information.			
4) Host Meet the Teacher Night/Student Orientation to transition students from elementary to middle school.			
5) Create a parent room that allows access to on-line trainings and the opportunity to receive training.			
6) Provide trainings for staff members to better understand and meet the needs of parents and students in an economically disadvantaged school.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Provide information about social and academic programs to parents in a variety of ways to 100% of students and parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Tuesday Folder and Student Planners to facilitate communication with parents.			
2) Provide parents with a 9 weeks newsletter and calendar of events.			
3) Provide updated information on the school website.			
4) Keep parents informed each nine weeks by distributing the 9 weeks at a glance curriculum document.			
5) Provide incoming 5th graders and their parents with back to school information.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Increase business/community support and participation on the campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Invite business and community participation in Career Day and record participation for future involvement.			✓
2) Request business/community support and sponsorship for various school activities such as: Family Academic Night, Family Health and Fitness Night, Seahawk Fun Day.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2016, 75% of students will meet proficiency standard on the district-wide Technology Literacy Assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 5th grade Social Studies teachers will teach the learning.com lessons in preparation for the Technology Literacy Assessment in May.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2016, 100% of teachers will participate in at least 3 hours of technology training.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide technology training on campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

South Belt Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs. (IR 1, 2 3)	Some Progress	Some Progress	Accomplished
2) Implement the district scope and sequence for all courses in grades PK-4. (IR 1, 2 3)	Accomplished	Accomplished	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards	Accomplished	Accomplished	Accomplished
4) Integrate relevant literacy skills across all content areas.	Some Progress	Some Progress	Considerable
5) Use standardized rubrics for measuring response for all writing assignments and/or assessments of all content areas	Some Progress	Considerable	Considerable
6) Ensure that all science classes incorporate hands on and outdoor laboratory activities in alignment with new state Science TEKS	Some Progress	Some Progress	Some Progress
7) Use on-line databases, ebooks, books and other resources for specific TEKS.	Accomplished	Accomplished	Accomplished
8) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, curriculum compacting,and use of leveled readers	Accomplished	Accomplished	Accomplished
9) Build and convene content area curriculum committees to share successful implementation of research based instructional practices	Considerable	Accomplished	Accomplished
10) Implement research based strategies on a daily basis that promotes a variety of learner engagement techniques	Considerable	Accomplished	Accomplished
11) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.	Accomplished	Accomplished	Accomplished
12) Schedule quarterly planning meeting with all grades to add data and monitor student progress. (IR 1, 2 3)	Accomplished	Accomplished	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Analyze campus subgroup performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation	✓	✓	✓
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency	◔	◔	◔
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless and Special Education students on state and national assessments	✓	✓	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process	✓	✓	✓
5) Use data disaggregation to drive instruction (IR 1, 2 3)	✓	✓	✓
6) Provide staff development on data disaggregation and how the data will drive instruction	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district wide initiatives	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations	✓	✓	✓
3) Use grade and/or content specific grading rubrics	✓	✓	✓
4) Use district wide grade and/or content appropriate retest standards	✓	✓	✓
5) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 4: During the current year, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student	◔	◔	✓
2) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor	◔	◔	✓
3) Teachers will attend training opportunities for curriculum components needed to increase relevance	✓	✓	✓

4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	✓	✓	✓
5) Establish and support campus PLC's	✓	✓	✓
6)) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 5: Throughout the current school year, reading initiatives designed to increase reading skills of all students will continue, as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			✓
2) Provide time and materials for purposeful reading during the school day		✓	✓
3) Provide reading information to teachers regarding special reading needs of dyslexic students			
4) Identify student reading levels to monitor reading improvement to align reading materials to their instructional level	✓	✓	✓
5) Provide staff development for reading strategies	✓	✓	✓
6) Provide library books and online resources to support all learning styles	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 6: During the current school year, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure			✓
2) Promote G/T Summer Exploration Camp opportunities			✓
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T certified teachers	✓	✓	✓
5) Promote participation in the Duke Talent Search program in fourth grade			

6) Participate in the Destination Imagination program.	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for all students failing a portion of the STAAR test and students in danger of failing a subject area. (IR 1, 2 3)(Safeguards - AA)	✓	✓	✓
2) Ensure the implementation of 504 accommodations for eligible students	✓	✓	✓
3)) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.	✓	✓	✓
4) Implement research-based programs designed to accelerate student learning	✓	✓	✓
5) Provide additional and individualized support to parents of at risk students	✓	✓	✓
6) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.	○	○	✗

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 8: During the current school year, all staff will receive professional development targeted to assist non-English language learners and ensure that their academic performance will equal or surpass that of the state's.

Performance Objective 9: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	◔	◔	◔
2)) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff	◔	◔	✓
3) Create a crisis management plan, including safety drills	◔	◔	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	◔	◔	◔

5) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.	✓	✓	✓
6)) Provide staff development concerning abuse and reporting obligations.	◔	◔	◔
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: Throughout the current school year, coordinated school health plans will continue to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1)) Participate in district-wide coordinated school health initiatives.	✓	✓	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	✓	✓	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis	◔	◔	✓
4) Administer Fitnessgram and use reports to drive instruction.	●	✓	✓
5) Provide Parent Education Opportunities for coordinated school health at each campus	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During the current school year, the campus will use district grading policies and procedurs that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	✓	✓	✓
3) Use grades and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate standards.	✓	✓	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During the current school year, increase the campus attendance rate to 97.5% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: During the current school year, campus will work with district special education office to ensure the needs of all students are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor sped evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timeliens.			
5) Campus will follow district procedures regarding parental request for special education evaluations.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision Making Process for students with disabilities by 1) use of data from progress monitoring, CBA, etc to make determinations regarding state assessments and ensure progress, 2) ensure ARD documents clearly delineate the need for STAAR A/STAAR Alt (ie PLAFPs, IEPs, deliberations) and 3) utilizing district/state required STAAR A and STAAR Alt Participation Requirement forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure students with disabilities have access to all campus facilities			
9) Campus will provide instructional materials and training for all teachers working with students with disasbilities.			
10) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
11) Students meeting the requirements will be serviced in the general education classrooms through Support Facilitation, with IEP tutorials given during Steer Time by the support facilitation teacher.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 14: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide technical support needed to administer the istation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the 21st Century Classroom.	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment PK-4 as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure all teachers have access to adequate technology in the implementation of the TEKS/STAAR requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 2: We will promote career and college exploration and prepareation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resouces to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1)) Increase the integration of technology into instruction, curriculum and assessment PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships	✓	✓	✓
2)) Provide mentors and staff development opportunities to new personnel.	✓	✓	✓
3)) Expand leadership and mentoring opportunities for all staff.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented at the campus and district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			✓
2) Provide parent education on various topics.		✓	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	✓	✓	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			✓
6) Provide educational resources for parents on the campus website.	✓	✓	✓
7) Provide instructional resources for parents to utilize at home with their child.	✓	✓	✓
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
9) Provide opportunities for parents to attend computer classes.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school.			
4) Participate in the See to Succeed program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical wellbeing of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Create campus safety crisis management plan, including safety drills			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide opportunities to attend Gang Awareness training and Character Education programs.			
6) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team. Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that thet action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
7) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
8) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures on field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for students and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

South Houston Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2015-2016, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance for all students will meet or exceed the District and/or State average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Monitor implementation of curriculum and research based strategies through coaching model.			
3) Monitor the implementation of the District Scope and Sequence for all subjects in Pre-K through 4th grade.			
4) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
5) Integrate relevant literacy skills across all content areas.			
6) Each grade level will collaboratively meet, and with the assistance of the campus Peer Facilitators, will develop both formative and summative assessments for student expectations.			
7) Teachers will review, implement, and evaluate instructional activities/strategies based on District curriculum and scope and sequence.			
8) Campus will continue to target reading fluency, comprehension skills, and writing through Balanced Literacy and Writer's Workshop.			
9) Campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving model).			
10) Implement gradual release model for lesson design and delivery.			
11) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			
12) Use on-line databases, e-books, books and other resources for specific TEKS.			
13) Provide staff development on utilization of on-line databases and resources.			
14) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, curriculum compacting and use of leveled readers, and authentic projects.			
15) Build and convene content area curriculum committees to share successful implementation of research based instructional practices in the areas of Math, Reading, and Writing.			

16) Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
17) Develop and provide research based instructional strategies and staff development plan for technology integration.			
18) Continue to work extensively through our Literacy, Writing and Math Committies to strengthen and ensure the alignment of instruction across the grade levels, the accuracy of understanding the SE's, the consistent and appropriate implementation of teaching strategies across the grade levels and the resources required to accomplish this task.			
19) ACE Program will provide academic enrichment classes that will support the District's curriculum.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Disaggregate 2016 STAAR results data to identify the higher SE's and the hot and critical spots as identified by using Data Heat Maps and design SMART goals for growth.			
2) Vertical team meeting to review data and identify hot and critical spots across grade levels. Horizontal teams Pre-K-4th will take hot and critical spots or SE's determined as our lowest and develop more rigorous lessons using the District's curriculum and scope and sequence for ELA and Math.			
3) Horizontal teams at each grade level will identify and classify their students into instructional groups using STAAR results, running records, Pre-K and Kinder Assessments, ITBS, Logramos, I-Station and TELPAS results. On going Formative/Summative Evaluation and CBA results will be used to regroup students as appropriate. In addition, PIE data will be used to plot growth of intervention students in K-2nd grades as well as determine groups.			
4) Grade level teams will identify skills that require improvement by individual students, class, and grade level on a weekly basis. (using current data such as student products, running records, formative assessment results, common assessment results)			
5) Analyze campus subgroup student performance on assessment disaggregated by LEP and Special Education participation.			
6) Provide staff with longitudinal data on the percentage of LEP students making progress towards English Proficiency.			
7) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
8) Provide staff development opportunities for regular education teachers on the intervention and special education process.			
9) Use data disaggregation to drive instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: The campus will provide staff development that will focuse on the implementation of effective instructional strategies

designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher level questioning/thinking skills needed to increase rigor.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Continue to support campus PLC's.			
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Implement reading initiative designed to increase reading skills of all students as evidence by exceeding district and state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day. (Continue to implementation of Daily 5).			
3) Provide information to teachers regarding special reading needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (Continue monitoring Literacy Data Wall during planning days for the nine weeks).			
5) Provide staff development in literacy, math and writing strategies.			
6) Provide library books and online resources to support all learning styles.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow District G/T identification procedure.			

2) Promote G/T Summer Exploration Camp opportunities			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers			
5) Implement G/T pullout program for identified students.			
6) Promote participation in the Duke Talent Search Program in fourth grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodation for eligible students.			
3) Use data from TEKS based assessment for early identification of individuals who might be at risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional support to parents of at-risk students.			
6) Participate in transition meetings to support LEP students as they move from 4th grade to 5th grade.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the district and state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district Bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implementation of Conscious Discipline strategies with students.			
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Reduction in the number of office referrals as compared to 2014-2015.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district and campus wide coordinated health initiatives (CHAC).			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitness Gram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health at each campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: The campus will use the district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use District wide grading standards that are linked to student expectations and are based on best practices.			
2) Use grade and/or content specific grading rubrics.			
3) Use District guidelines regarding the appropriate use of homework.			
4) Use District wide and/or content appropriate retest standards.			
5) Using an RtI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: Increase the campus attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
2) Utilize the RtI team to provide specific strategies for students with attendance problems.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: The campus will collaboratively work with the District Special Education department to endure that all needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading/math difficulties.			
4) Work collaboratively with the district Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines.			
5) Campus will follow District procedures regarding parental request for special education evaluation			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBA's, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alternative (i.e.. PLAFF's, IEP's, deliberations) and (3) utilizing District/State required STAAR Accommodated and STAAR alternative Participation Requirement forms.			

7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative.			
8) Follow District policy to ensure students with disabilities have access to facilities.			
9) Provide training for all teachers working with students with disabilities.			
10) Include special education teachers in training provided in the area of dyslexia and related disorders.			
11) Monitor number of students with disabilities being served in the least restrictive environment			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform sastisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Classrooms will be equipped with at least the minimum requirements for the "21 Century classroom".			
2) Increase the integration of technology into instruction, curriculum and assessment, Pre-K - 4th as outlined in the District Technology Plan.			
3) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PreK-4th as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to set goals to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During 2015 - 2016 all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Provide parent workshops regarding reading with children, online resources and e-books.			
5) Provide educational resources for parents on our campus website.			
6) Provide instructional resources for parents to utilize at home with their child.			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and AEIS data.			
8) Provide opportunities for parents to attend computer classes.			
9) Provide parent trainings during ACE after school program			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Community involvement will be increased by 5% expansion in partnership and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to build on and implement Conscious Discipline strategies with students and staff			
2) Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Gang Awareness training and Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			
8) Reduction in the number of office referrals as compared to the previous year.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training opportunities for all employees on: Blood-born Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

South Houston High School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Teachers will use assessment and observational data for diagnostic and prescriptive teaching.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ongoing staff development in using data collected from classroom assessments in order to make instructional adjustments to meet the needs of all students. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
2) Ongoing staff development for implementation of research based instructional strategies to increase rigor and relevance of instruction so that all students are successful and graduate on time. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
3) Think Through Math Lab - the TTM program used with certain students in tutorials and interetnion courses to increase student's problem solving skills. (SG Math SE, ELL and AA)			
4) ELPS training for all teachers, to ensure compliance with the state requirements for the English Language Proficiency Standards. (SG ELL Math and ELA)			
5) Subject Area Team PLC - Weekly meetings either during common conference periods (Master Schedule) or after school facilitated by team leader, campus content specialist, and/or administrative supervisor. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
6) Parent contact every three-week periods for ELL students who are failing or in danger of failing one or more classes, or who are experiencing truancy. ESL department will work in conjunction with parents to intervene for student success. (SG ELL Math and ELA)			
7) SPED case managers will meet each week to discuss the needs of the students they supervise and to intervene as needed. Sign-off lists will be collected by SPED Department chair documenting weekly meetings. (SG SE All Areas)			
8) Academic intervention process (IAT) for at risk students. Personnel will be trained on RTI procedures and students will be monitored by IAT for progress. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
9) SIOP training for all new SIOP Teachers. (SG ELL Math and ELA)			
10) Implementation of Trojan Time (PIE Time) scheduled during the day, 4-days a week. Each period on rotation so that there is PIE time for each class Period two times every three weeks for 25-minutes. Teachers will work in PLC teams to develop intervention and enrichment for students based on data from STAAR, CBA and classroom observation. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Over the next year, state assessment scores will continue to improve so that in 3-years the number of students meeting Level II and Level III performance on STAAR will meet or exceed the district average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) STAAR tutoring for students who are identified as in needs of assistance based on previous scores, benchmarks and/or teacher recommendation via Edgenuity Lab, Intervention Classes (Trojan Time, STAAR Courses, Strategic Learning Math), TTM,LUCHA, Extended Day STAAR tutorials and Core-Content Academies. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
2) All teachers will incorporate the campus instructional focus areas as evidenced in administrative walkthrough data (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
3) Campus wide reading initiative with a period of time for silent, sustained reading built into the daily schedule for an average of four days a week. (SG: ELA All Areas)			
4) Use of Reading Tracker to collect student reading information. Data compiled and student incentives awarded for students who meet reading goals. (SG ELA All Areas)			
5) Mandatory tutorials for ELL and Special Education students who are identified as needing extra assistance in core content areas (SG ELA ELL & SE, Math ELL & SE).			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: To design and implement an 8th to 9th grade transition plan in order to increase 9th grade course passing rates by 15%, and to align for success on the STAAR, AP, PSAT, SAT, ACT and other college/career qualification assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Summer School Transition Program - a team of teachers meets with incoming 8th grade students who have been identified by their former teachers to help them prepare for their ninth grade year. This includes GPC meetings at feeder schools.			
2) Freshmen First Day- ninth grade students are brought to school a day before all other students to walk their schedule and meet their teachers, learn about the school rules and culture and to be indoctrinated in Trojan PRIDE.			
3) High School Show Case to bring current 8th grade students who will be attending SHHS in the 9th grade to campus to explore career opportunities, electives and pathways prior to registration in the Spring.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: To increase the number of students graduating college/career ready as measured by STAAR, AP, PSAT, SAT, ACT and other college/career qualification assessments to meet or exceed the district average over the next 5- years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase AP and PAP enrollment using AVID, feeder school visits and teacher recommendation.			

2) Increase rigor and relevance in all courses through training, district support and team PLC. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
3) Increase the number of students taking the PSAT, SAT/ACT and AP Tests through the use of AVID, College Now Courses, and Counseling.			
4) Increase the number of students participating in CTE courses via traditional CTE courses and the new CTHS.			
5) Increase the number of student achieving at Level III for all STAAR assessments via enrichment opportunities.			
6) Implementation of an Early College High School for selected incoming 9th grade students for the 2017-18 school year.			
7) Implementation of the Connect Program (personalized learning program) for the 2016-17 school year for selected incoming 9th grade students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: To increase participation in performance electives (band, athletics, etc), student clubs and organizations by 20% this school year and by 75% over the next 4-years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Community Service and Volunteer Projects for student participation.			
2) Trojan Television to showcase our athletics, and also other programs and clubs in order to encourage students to get involved at school. This will include video announcements, sports highlights, news reels and club commercials.			
3) Elective fair to help showcase courses and help students make an informed decision for the next school year (once during freshmen first, once during showcase, and again in the spring).			
4) 8th Grade Enrollment Visits to feeder schools.			
5) To increase participation in athletics by providing a competitive and relevant program.			
6) To increase participation in fine arts programs by providing a competitive and relevant curriculum.			
7) SHHS Official Twitter and Facebook Page to highlight events on campus and send out information concerning the campus.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: To increase the number of students successfully completing high school in 4- years by 5% from the previous year; to increase daily attendance rate to 95%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Credit restoration program - Edgenuity credit/grade recovery during the day and after school, Summer School, Community School, and LUCHA. (SG Graduation SPED & ELL)			
2) Home visits to students who have experienced serious attendance problems or who have dropped out of school. (SG Graduation SPED and ELL)			
3) Parent conference with students who are experiencing severe attendance issues. (SG Graduation SPED & ELL)			
4) Drop-out prevention counseling. (SG Graduation SPED & ELL)			
5) Continuer's contracts for Senior STAAR testers who did not graduation with their cohort group. (SG Graduation SPEd & ELL)			
6) Incentives for student with perfect attendance of who make the honor roll.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Campus Special Education and ESL departments will work collaboratively to ensure that all all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Guidelines for all ESL and SPED transition meetings will be followed 100% of the time - LPAC, MDR,T-1, etc.			
2) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Processes for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the needs for the given assessment (i.e. PLAFFs, IEPS, deliberations), and (3) utilizing District/State required participation requirement forms.			
3) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A team of teachers, aides and administrators will be trained and in proper restraint and laws that govern restraint.	✓	✓	✓
2) Special Education teachers, teachers who work with special education students and administrators will be trained on entering restraint information into the proper systems.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: SHHS will follow district procedures in addressing transition requirements for students with disabilities prior to their 16th birthday.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Transition will be discussed at annual meetings (ARD). (SG Graduation SPED)	✓	✓	✓
2) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Students will receive information and guidance to make decisions to facilitate entry into post-graduation technical schools, college or the workforce.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Individualized student graduation plans for all students to help them plot their way through high school and to make goals for future success. (SG Graduation SPED & ELL)			✓
2) Counselors will meet with each student a minimum of two-times per year to discuss career goals. The Program of Study will be reviewed and updated at each meeting. (SG Graduation SPED & ELL)			✓
3) Development and implementation of a campus monitoring system requiring collaboration from all participants in the student PBM/CTE monitoring process for identified students. (SG Graduation SPEd & ELL)	✓	✓	✓

4) College counselors will offer opportunities for students to explore post-graduation opportunities, pursue financial aide and meeting other requirements for college/technical school entry. (SG Graduation SPED & ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: To increase the number of students who continue to college or trade school so that in 3-years 80% of SHHS students will be continuing their education past graduation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) College Visits - students visit various college campuses to learn requirements, campus life, etc. with CIS, SIOP, AP, and AVID Programs.			
2) Increase the number of student enrolled in Dual Credit College Courses and who receive credit in those courses by 10% annually.			
3) Increase the number of students enrolled in PAP and AP courses and who receive credit and also score a 3 or higher on AP exams by 10% annually.			
4) College Day - Bringing colleges to the school for students to visit with and learn about in coordination with CIS, AP and AVID programs.			
5) Motivational speakers to address students on personal success and promotion of post-graduation opportunities.			
6) Recruitment for the Early College High School to begin in Fall of 2016, students to be selected Spring 2017 for inaugural class.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: To recruit teachers so that 100% of staff is highly qualified.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attend Job Fairs.			✓
2) Interview and follow up with reference checks.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: To retain highly qualified staff for lower turnover.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Mentoring program for new teachers.	✓	✓	✓
2) Staff development for all teachers on working with at risk student populations. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
3) Coaching for struggling teachers.			
4) Faculty celebrations and awards.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: To increase the number of parents involved with their student's education by offering classes and other opportunities for them to come to the school and be involved.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parent information meetings through AVID, AP, ECHS, Connect, and CIS.			
2) Award ceremonies, open house, showcase.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: To increase graduation rates and student attendance through communication with parents.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A system to call parents/guardian to inform them of important school information, meetings and student attendance (SG Participation).			
2) Bilingual multi-media information campaign and community outreach program to inform parents and the community about SHHS incentives and programs.			
3) Mail outs for report cards, PGPs, attendance reports and make-up time reports. (SG Graduation SPED & ELL)			
4) Home visits for grades, attendance and at risk students. (SG Graduation SPED & ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: To increase awareness of CTE programs within the business community and to expand partnerships.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) CTE teachers, through COOP, HOSA, DECA and HOSTS programs, will reach out to community and business leaders to form a bridge between the community and the school.			
2) Career Day - Bringing technical schools, and businesses to the campus for students to visit with and learn about in coordination with CTE, and CIS.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: To continue to create and improve relationships with business and community partners via the Site Base Decision Making Committee

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) To create and continue community/business partnerships with the SBDMC.			
2) To create and continue community/alumni partnerships with the Alumni Association.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Continue to communicate and have in place a Crisis plan and other Safety Procedures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fire, Lockdown and other drills will be conducted on a regular basis with immediate feedback given to students and staff.			
2) The Safe & Civil School committee will continue to meet and plan for the safety of the campus.			
3) Safety plans for identified students along with BRT interventions will be developed as needed by IAT, 504 and SPED. (SG Graduation SE & ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a form to create a written plan and follow-up protocol for each student returning from out of school placements or returning after a longer period of absence.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor success of plan monthly.			
2) Provide counseling for students who are returning from out of school placements. (SG Graduation SE & ELL).			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: To decrease office referrals by 50% . To decrease the number of student being placed in ISS, GC, Suspended , DAEP and/or JJAEP by 65%. To decrease the number of students be placed at DAEP or JJAEP as a repeat offender by 60% over the next 4-years.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide student group sessions on violence prevention/intervention topics including bullying, conflict resolution, suicide prevention and harassment, anger management, etc.			
2) Discipline Rubric to help teachers and administrators determine which steps to take when a student experiences discipline problems, and training on how to use the rubric.			

3) CHAMP strategies will be used in the classroom to reduce incidents of classroom disruption and student referrals while increasing instruction time. (SG: SE All Areas, ELL ELA & Math, ELA All Areas, Math AA)			
4) Safe and Drug-Free Schools Initiative - Drug Awareness Campaign, Red Ribbon Week, Guest Speakers and Leadership Training for Students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Assessment of facilities to ensure safety and access for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) SHHS will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
2) Facilities upgrades for a safe and secure campus.			
3) Maintain the school			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Purchase of technology for classroom instruction as well as distance learning and grade recovery platforms for use in classrooms and labs.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

South Houston Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Writing.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each team of teachers will require students to create a piece of writing from a specific topic. a. Use of content are materials for topics b. Use of interdisciplinary themes c. Encouraging student participation in writing contests d.Teachers will include short answer and essay questions throughout the year within the classroom and class tests. e. Participation in school wide spelling bees. (SG/T.A.I.S. - Writing, ELL, SPED, AA)			
2) Extended Day Program for students in need of acceleration and/or enrichment. (SG/T.A.I.S. - Writing ELL, SPED, AA)			✓
3) Teachers will utilize STAAR preparation materials. (a) Common Assessments (b) Brain Pop (c) 10 Day-Out Review (d) Writing Workshop (e) STAAR Blitz and Review Questions (f) Scope Magazine (g) PLCs (SG/T.A.I.S. - Writing ELL, SPED, AA)			✓
4) Curriculum will be aligned through the STAAR Readiness and Supportive Standards (SG/T.A.I.S. - Writing, ELL, SE, AA)			✓
5) Department Planning/Team Planning (a) Comprehensive vertical and horizontal teaming (b) A minimum of 1 to 1 1/2 hours per week for department and team planning each week (c) A minimum of two weekly department planning sessions (d) PLCs (e) Full day planning - Substitute provided (SG/T.A.I.S. - Writing ELL, SPED, AA)			✓

6) Cooperative Learning and Peer Tutoring (a) Teachers and Peer Tutors will assist those in need (b) In-School Tutoring (c) Group projects (d) Before and After school tutoring (e) Pride Plus Period (f) 1:1 initiative = Blended Learning (SG/T.A.I.S. - Writing ELL, SPED, AA)			
7) District Pasadena Plus Plan (a) Kilgo Data and Heat Maps Disaggregated STAAR data from previous year, CBAs, released Tests (b) Instructional Timeline (c) Instructional Focus (d) Assessment (e) Tutorials/Enrichment (f) Maintenance (g) Monitoring/Support through implemented programs (h) Needs Assessment (i) Extended Day including LEP (j) In-School tutoring including LEP (k) Principal STAAR talks through History Classes (l) Saturday STAAR Camps (m) Pride Plus period (SG/T.A.I.S. - Writing ELL, SPED, AA)			
8) Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. (SG/T.A.I.S. - Writing ELL, SPED, AA)			
9) Rigorous Instruction and student learning will be supported by campus Peer Facilitators (SG/T.A.I.S. - Writing ELL, SPED, AA)			
10) Special Education Aides and Title I Aides will be utilized and trained to support special education students. (SG/T.A.I.S. - Writing ELL, SPED, AA)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Math.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Extended Day Program for students in need of acceleration or enrichment. (SG/T.A.I.S. - Math SPED)			
2) Department Planning/Team Planning (a) Comprehensive vertical and horizontal teaming (b) A minimum of 1 to 1 1/2 hours per week for department and team planning each week (c) Team meetings for interdisciplinary planning (d) A minimum of two weekly department planning sessions (e) PLCs (SG/T.A.I.S. - Math SPED)			
3) STAAR Readiness and Supportive Standards All teachers, students, and parents will obtain a clear understanding of STAAR Readiness and Supportive Standards and SSI Promotion requirements. (a) Teachers will use published STAAR materials to communicate Readiness and Supportive Standards to students and parents. (b) Teachers and administrators will perform an extensive STAAR data disaggregation using Kilgo and HeatMaps (c) Saturday "K.O. the STAAR Camp" (d) 1:1 technology (SG/T.A.I.S. - Math SPED)			
4) STAAR Preparation Materials Teachers will utilize STAAR preparation materials (a) Additional STAAR materials (CBA) (b) Inspiration (c) Brain Pop (d) Edgenuity (e) Think Through Math (f) 1:1 technology (g) I-Station (SG/T.A.I.S. - Math SPED)			
5) Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. (SG/T.A.I.S. - Math SPED)			
6) Rigorous instruction and student learning will be supported by campus Peer Facilitators. (SG/T.A.I.S. - Math SPED)			
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students. (SG/T.A.I.S. - Math SPED)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Reading.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Extended Day Program for all students in need of acceleration and/or enrichment including at-risk, homeless, ESL and migrant students. (SG/T.A.I.S. - Reading SPED)			
2) Team Planning/Department Planning (a) Team Meetings for interdisciplinary planning (b) A minimum of two weekly department meetings (c) Comprehensive vertical and horizontal Teaming (d) A minimum of 1 to 1 1/2 hours per week for department curriculum planning meetings, include 5E's model, rigor, relevancy, relationship and SIOP strategies. (e) PLCs - Data Dissagregation Discussions and plan of action (SG/T.A.I.S. - Reading SPED)			
3) Silent Reading - Classroom time will be allotted or silent reading. Accelerated Reader Program (AR) will enhance and support the different activities and programs in our campus to encourage and improve reading among all our students. Students are awarded by points with Accelerated Reader rewards. (SG/T.A.I.S. - Reading SPED)			
4) STAAR Readiness and Supportive Standards All teachers, students, and parents will obtain a clear understanding of STAAR objectives and specifications. (a) Teachers will use published STAAR materials and team newsletters to communicate Readiness and Supportive Standards to students and parents. (b) Teachers and administrators will perform extensive STAAR HeatMap data disaggregation (c) STAAR Review/Blitz (d) In crease students' academic vocabulary by using the Frayer Model (Vocabulary Journal) (e) Principal SSI talks with all 8th grade students through History classes. (f) Plus Period (g) AVID strategies - Cornell Notes (h) Blended Learning (i) I-Station (SG/T.A.I.S. - Reading SPED)			
5) Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. (SG/T.A.I.S. - Reading SPED)			
6) Rigorous instruction and student learning will be supported by campus Peer Facilitators. (SG/T.A.I.S. - Reading SPED)			
7) Special Education Aides and Title I Aides will be utilized and trained to support special education students. (SG/T.A.I.S. - Reading SPED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Science.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Team Planning/Department Planning (a) Team Meetings for Interdisciplinary Planning (b) A minimum of two weekly Department planning sessions (c) Comprehensive Vertical and Horizontal Teaming (d) A minimum of 1 to 1 1/2 hour per week for departmental curriculum planning (e) Grade level planning meeting including rigor, relevance, and relationship and SIOP strategies (f) PLCs (SG/T.A.I.S. - Science SPED)			
2) STAAR Readiness and Supporting Standards All teachers, students, and parents will obtain a clear understanding of the STAAR Objectives and Specifications. (a) Teachers will use published STAAR materials and team newsletters to communicate objectives to students and parents (b) Teachers and administrators will perform extensive data disaggregation (c) Independent Projects: 7th grade- Project-Based Questions or Science Fair; 8th grade- Taxonomy (d) Science objectives will be reviewed (e) Science parent night (f) 1:1 technology (SG/T.A.I.S. - Science SPED)			
3) STAAR Preparation Materials Teachers will utilize STAAR preparation materials (a) Additional STAAR materials (practice tests) (b) Edusmart (c) Schoology (d) STAAR Readiness and Supportive Standards aligned textbook and materials (e) Edpuzzle (f) Symbaloo (g) Brain Pop (h) Flip Charts (i) Screencastomatic (j) Science Starters (k) Kahoots (l) Promethean Planet (m) 1:1 technology (n) Jason Project (o) Think Central Online Textbook (SG/T.A.I.S. - Science SPED)			
4) Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. (SG/T.A.I.S. - Science SPED)			

5) Rigorous instruction and student learning will be supported by campus Peer Facilitators. (SG/T.A.I.S. - Science SPED)			
6) Special Education Aides and Title I Aides will be utilized and trained to support special education students. (SG/T.A.I.S. - Science SPED)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Social Studies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Team Planning/Department Planning (a) Team Meetings for Interdisciplinary Planning (b) A minimum of two weekly Department planning sessions (c) Comprehensive Vertical and Horizontal Teaming (d) A minimum of 2 hour per week for departmental curriculum planning (e) Grade level planning meeting including rigor, relevance, and relationship and SIOP strategies (f) Talk Read Talk Write (g) United Streaming (h) Brain Pop (i) Edgenuity (j) ABC-Clio (k) Kilgo and Heat Maps data disaggregation (l) Maps 101 (m) PLCs (n) Schoology (o) 7 Steps to a Language Rich Environment (p) AVID strategies (SG/T.A.I.S.-Social Studies, ELL, SPED)			
2) STAAR Readiness and Supporting Standards All teachers, students, and parents will obtain a clear understanding of the STAAR Objectives and Specifications. (a) Teachers will use published STAAR materials and team newsletters to communicate objectives to students and parents (b) Teachers and administrators will perform extensive data disaggregation (c) STAAR Liberty Bowl Competition (d) Talk Read Talk Write (e) Extended Day (f) ABC-Clio (g) Maps 101 (h) Edgenuity (i) 1:1 technology (j) Schoology (k) 7 Steps to A Language Rich Environment (SG/T.A.I.S. - Social Studies, ELL, SPED)			

3) Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. (SG/T.I.A.S.-Social Studies, ELL, SPED)			
4) Rigorous instruction and student learning will be supported by campus Peer Facilitators. (SG/T.I.A.S. - Social Studies, ELL, SPED)			
5) Special Education Aides and Title I Aides will be utilized and trained to support special education students. (SG/T.I.A.S. - Social Studies, ELL, SPED)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: The campus will provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure that the recruitment for such programs remains free from bias.			
2) Promote participation in local and regional events and performances.			
3) Continue vertical team opportunities in all disciplines. AP staff development to assist teachers with program design and development with help from Fine Arts Department.			
4) Increase participation in the Advanced Placement Programs for students in all subgroups and in AVID classes.			
5) Participate in the Texas Performance Standards Project.			
6) Provide Fine Arts students with the opportunity to interact with their peers from other campuses.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Passing rates of ELL students on state assessments will be at 55% or above on all tested subjects. Additionally, 75% of ELL students will achieve advanced high or demonstrate progress on the state TELPAS assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) ESL Programs - English as a Second Language students will be placed in a program which best meets their individual needs. a. Read 180 with an ESL certified teacher b. Sheltered Reading level 5 classes c. ESL Writing and ELA classes d. Early extended day program e. Pull Out Tutoring Program f. ESL Reading Smart g. Accelerated Reader h. Rosetta Stone i. I-Station (SG/T.I.A.S. - Social Studies, ELL)			
2) Extended Day Program - Continuation of the extended day program to accelerate all students including migrant, ESL and special education students to close the academic gap. Test Prep Classes: all 2nd year recent immigrants for enrichment (SG/T.I.A.S. - Social Studies, ELL)			
3) Curriculum Alignment - Curriculum will be aligned to the STAAR Readiness and Supportive Standards a. District Assessment b. STAAR c. Staff Development d. E.L.P.S. f. Inclusion/Classroom Facilitation (SG/T.I.A.S. - Social Studies, ELL)			
4) Enrichment and Acceleration STAAR skills classes - enrichment classes and acceleration STAAR classes through various programs to increase success for all students including ESL, special education and migrant students. Newcomer progress enrichment test for Levels I and II - three times a year. (SG/T.I.A.S. - Social Studies, ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By the Spring of the year 2017, Distinction will be achieved in Special Education

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Inclusion Program - Continuation of the Inclusion Program (a) Students are mainstreamed into regular education classes (b) Special Education teacher(s) or aide(s) will co-teach or assist regular education teachers with inclusion support strategies (c) Special Education teachers and content area teachers aides will plan together (d) Read 180 Program (e) SuccessMaker (f) Think Through Math (g) Special Education Teacher(s) or aide(s) will monitor behavior and implement strategies to improve attendance and behavior and communicate the information to the case manager (SG/T.A.I.S. - Social Studies, Writing, SPED)			
2) Resource Program - Continuation of the Resource Program (a) Students will continue to receive support in resource classes (b) Resource classes will serve as a bridge between severely profound students and regular education classes (c) Special Education teachers will instruct students who are best served in a resource class with small numbers of students (d) Teachers will monitor behavior and implement strategies to improve behavior along with communication of these strategies to case managers (e) SuccessMaker technology program will be utilized to assist in closing academic gaps (f) Think Through Math (Specialized according to student's IEPs) (g) SUCCESS Program - Touch Math and News2You (h) I-Station specialized according to student's IEPs (SG/T.A.I.S. - Social Studies, Writing, SPED)			
3) STAAR Prep Materials and Extended School Year- Teachers will utilize preparation materials to transition from alternative assessments to STAAR (a) STAAR / STAAR Accomadated/ STAAR - ALT materials (b) Online resources for reading support (c) SuccessMaker (d) Think Through Math (e) ESL Reading Smart (f) Extended Day Tutorials to accelerate instruction and close academic gaps for Special Education Students (g) In School tutorial program (h) Parent Conferences (i) Parent Academic meetings (SG/T.A.I.S. - Social Studies, Writing, SPED)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: South Houston Intermediate will continue setting guidelines and structures to provide a safe and healthy learning environment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will continue to dress in standardized dress attire as described in the student handbook and will continue to follow procedures according to Safe and Civil Schools.			
2) Students will come to class daily with required supplies: binder, paper, pen (blue or black) or a pencil, library book. Vouchers can and will be handed out for those unable to provide these materials and/or community donations.			
3) Health Instruction will be continued to be incorporated through physical education classes, and Intramural Activites as well as offered for High School Credit. (a) Jump Rope for Heart, Rollerskating, Intramurals (b) Drug Awareness curriculum - Red Ribbon Week activities (c) Health Clinic (d) Wave Clinic services are offered to South Houston Intermediate (e) CIS Parent Nights (f) Yearly Physical fitness test- fitnessgram (g) Meaningful, scientific, researched-based information (h) Movement in class will be encouraged using Brain energizers (i) Students will participate in Universal Breakfast (j) Students attending after school tutorials are provided with healthy snacks. (k) Purple Thursday (Domestic Violence) (l) Digital Citizenship Awareness			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June of the year 2016, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced performance on the STAAR Math, Reading, Writing, Science and Social Studies tests.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students.			
2) Provide book clubs for students to discuss literature during lunch and introduce inquiry circles to students.			
3) Provide students with the opportunity to participate in the Name That Book Competition			
4) Provide after school and Pride Plus Period enrichment for students in areas of interest			
5) Provide opportunities for students to participate in Texas Performance Standards Projects			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, the average daily attendance (ADA) will be at least 97%

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance to ensure accuracy in state reporting.			
2) Call students who are absent a second consecutive day			
3) Utilize automated phone system to contact parents whenever a child is absent			
4) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities.			
5) Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: By June of the year 2017, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal or greater than the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide academic and counseling support for qualifying at-risk students on campus			
2) Intervention Assistance Team (IAT) will meet at least every 6 weeks with teachers to identify at-risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented on Mizuni.			
3) Students identified as at-risk will be provided with tutoring services such as Successmaker by identified personnel.			
4) Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia.			
5) Provide additional instruction to students outside of the regular school day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: Discipline Referrals will decrease by at least 5% from the 2015-2016 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a bullying training to all teachers and professional staff.			

2) Continue with peer mediation program to help reduce conflict between students and teach conflict resolution skills.			
3) Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas.			
4) Provide an anti-bullying presentation to all homeroom classes.		✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.

Performance Objective 1: 95% of our students will utilize the KUDER program to draft a plan for their future with the emphasis on preparing students to enroll in accelerated programing on campus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Accelerated Program at all levels for Pre-AP and GT students a. Staff development of Laying the Foundations Strategies b. Staff Development in GT strategies c. Staff Development at Rice Institute d. AVID			
2) National Junior Honor Society - (NJHS) (a) Encouraging Academic Excellence (b) Identification of eligible students (c) Induction ceremonies (d) Service Projects: HOSTS, Toy Drive, Food Drive, Babysitting for Parent Academic Nights, AIDS walk Houston, Breast Cancer Walk - Houston (e) 30 hours required Community Service			
3) Academic Excellence Assemblies - (a) STAAR Bash (b) Year end Recognition (c) Semester Celebrations (d) Extended Day Bash (e) Team Academic Celebrations (f) Academic Pep Rallies (g) Wall of Fame (h) Honor and Merit Roll (i) Brunch Roll			
4) Classes for High School credit are offered (a) Algebra (b) Health (c) Art (d) Spanish (e) Spanish Credit by Exam			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Staff and students will foster positive rapport and build relationships through the use of: Rigor, Relevance and Relationship training Concise and consistent campus and classroom rules Student/Teacher contracts Motivational Rewards Group leaders in Classroom Staff Development on multicultural issues and ethnicity Academic Teaming Reinforcing appropriate student language Celebration activities Adopt an Indian - student mentoring Sunshine Committee Parent Family Nights M.O.D.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) South Houston Intermediate teachers will teach to the student's readiness and needs (a) STAAR materials for planning (b) Classroom evaluation for planning (c) Special projects (d) Rigor, Relevance and Relationships (e) Principal STAAR talks through History Classes (f) Staff Development in: AVID, E.L.P.S., Teaching Strategies, SIOP Instruction, Safe and Civil Schools, Inclusion/Classroom Facilitation, Cooperative Learning, Technology, 12 Powerful Words, Brain Power, T-3 Training, Department Planning, Bullying/Harassment, (g) 7th and 8th grade core area classes for students at risk of failing STAAR (h) Disaggregated data from STAAR scores, CBAs and Released STAAR by state accountability - subgroups including LEP, special education and migrant students (i) Interest Inventory - Kuder testing (j) Tutoring (k) Extended Day (Title I and III) (l) Comprehensive Needs Assessment (m) In-School tutoring (n) Student/Teacher contracts (o) I-Station (p) Reading Skills Class and Tutorial Program (r) Think through Math (s) Saturday STAAR Camps (t) Technology (u) Communities in Schools (v) Pride Plus Period (SG/T.I.A.S. - Social Studies, ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Develop Multicultural Awareness

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Develop a cultural awareness of various student groups. a. District and campus staff development b. Celebrate ethnic diversity throughout the curriculum c. SIOP Instructional Strategies d. Latin American Festival e. AVID			
2) Develop an awareness of the special needs of various student ethnic groups.			
3) STAAR Readiness and Supportive Standards - All Teachers, students and parents will obtain a clear understanding of all STAAR objectives and SSI promotion requirements a. Teachers will use published STAAR materials and team newsletters to communicate Readiness and Supportive Standards to students and parents. b. Teachers will perform a complete Kilgo and HeatMap STAAR data disaggregation c. STAAR conference with students and teachers d. STAAR and SSI talks by Principal to all 8th grade History Classes			
4) Consistent Parent Communication - (a) Newsletters (b) Marquee (c) Team/Individual Conferences (d) Open Policy for Visits (e) Progress Reports and Report Cards (f) Parent Meetings (g) Open House (h) Seventh Grade Orientation (i) Academic Parent Nights (j) Telephone Automated Call-Out System (k) Flyers (l) Posters (m) School Web Page (n) Staff Development Training			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students, school personnel, parents, and community members will unite to improve the educational climate.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Positive Rapport - Staff and Students will foster positive rapport and build relationships. (a) Rigor, Relevance and Relationships (b) Concise and consistent campus and classroom rules (c) Student-teacher contracts (d) Motivational rewards (e) Group Leaders in the classroom (f) Staff Development on multicultural issues and ethnicity (g) Academic Teaming (h) Reinforcing appropriate language (i) Celebration activities (j) Adopt a Student (k) Positive communication throughout the year to parents and community by marquee, web page, and letters home with report cards (l) Communities in Schools (m) Sunshine Committee (n) Parent Family Nights (o) Parent Ambassadors (p) Shared Activities with Matthys Elementary - Pumpkin Characters			
2) VIP (Honorable Chief) program will be utilized to recognize student success. (a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct (b) Incentives for all VIP students (c) Principal recognizing VIP students on "Wall of Fame" (d) Year end Certificates (e) Honors Assemblies (f) Parent Center (g) Brunch Roll			
3) Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Newsletters (c) Certificates and Plaques (d) Year End Banquet and Activities (e) Campus Newsletter (f) Marquee (g) Athletic Study Hall and Tutorials (h) Campus News (i) Indian News (Indian Vision)			
4) Cheerleaders - Cheerleaders will take an active part in increasing school spirit. (a) Host Pep Rallies (b) Participate in parades and athletic games (c) Cheer at School, Community Functions and events (d) Attend PISD summer cheer-leading camp and competitions			

5) Optimist Club - An all-inclusive youth organization that embraces the positive values of optimism, respect for self and others, and independence of mind through the unlimited opportunities of community service and sponsorship by Optimist international. Students CAN make a difference in the community. Students learn about: (a) Team work (b) Communication (c) Self-esteem (d) Money management (e) Citizenship Student Activities: (a) Clean up the school grounds (b) Make food baskets for families in need (c) Toys for Tots (d) Charitable contributions (e) Recycling Programs (f) Fund-raiser projects: car washes, penny wars, etc. (g) Volunteer Program			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: South Houston Intermediate will ensure the positive relationship among community and parent partners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parent Volunteer Group - (a) Encourage Parents, teachers, and community business support (b) Involvement in school activities (c) Recognition of volunteers at end of year (d) Parent academic nights (e) Parent Staff Development through CIS and Campus			
2) Peer Mediation - (a) Peer Mediation (CIS) (b) Development of Student Learners (c) Student Leadership training (d) Extended Day (e) Safe and Civil School surveys from students, teachers and community (f) Communities in Schools (g) Men of Distinction (h) SHAC Student of the Month, Athlete of the Month			

3) After School Clubs - (a) Recycling Program (Trash Rats) (b) Soccer (c) Robotics Club (d) Spanish Club (e) See You at The Pole (f) Library Club (g) Orchestra Club (h) Computer Club (i) College Bound Club (j) Intramural (k) Dance Club (l) Athletics Club (m) Band Club (n) Game Club (o) Yearbook Club (p) Chess Club (q) International Reading Club (r) Optimist Club (s) Media Club (t) M.O.D. (u) National Junior Honor Society (v) Chess Club (w) Pentathlon Club (x) AVID			
4) Communities in Schools - Will help to match students attending South Houston Intermediate with community members. These volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: By June of the year 2017, the number of business and community partnerships will increase by 25%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Recruit businesses to participate in career day			
2) Continue participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies			
3) Seek and develop new partnerships with businesses and the community that will provide support for our students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 1: By the Spring of the year 2017, 98% of all classrooms will meet the requirements of a 21st century classroom. By the Spring of the year 2017, all teachers will have a classroom website and update it regularly to keep in contact with families outside the school day. By the Spring of the year 2017, all classrooms will be equipped with Promethean Boards and Projectors; and all students will have a Dell Tablet to use daily.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) We provide technology in the classroom through the 1:1 initiative. All grade levels will access computers and multimedia technology through the classrooms, the Library Media Center, Computer Labs, Mobile Computer Labs to integrate a focus on STAAR, student projects, research, and essay writing.			
2) All grade levels will use technology and multimedia to promote and improve reading skills. (a) Accelerated Reader Program (b) Remind 101 (c) Brain Pop (d) United Streaming (e) Inspiration Software (f) Microsoft Office (g) Web Site (h) Gaggle.net Email and Blig Resources (i) Research Projects (j) ThingLink (k) Prezi (l) Edgenuity (m) ActiView (n) YouTube (o) ActivInspire (p) 1:1 initiative (q) I-Station			
3) All grade levels will use technology and multimedia to improve math and science skills and scores on these respective STAAR tests (a) EDUCAIDE CD-Rom on all computers (b) Hands-on manipulatives and activities (c) TMSA (d) Microsoft Office (e) Technology Links (f) T-3 District Grant (g) Math and Science Modules (h) Science Experiments (i) Hands-On activities and manipulatives (j) Research Projects (k) Synergistic Technology Software			

4) All grade levels will use technology and multimedia to improve Science and Social Studies skills and improve scores on their respective STAAR tests. (a) United Streaming (b) Brain Pop (c) Resource Links (d) Curriculum on Wheels (COW) (e) 1:1 initiative			
5) Students will use advanced technology application skills to learn programming and team work to participate in Robotics competitions using their Math, Science and Language Arts skills (a) Robot Design (b) Robot Task Performance			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: By June of the year 2017, 50% of the 8th graders will meet the proficiency standard on the Tech Literacy Assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide learning opportunities for students to master the technology TEKS through classroom laptops, Student Dell tablets and computer labs.			
2) Increase technology integration in classroom lessons through the use of the 1:1 Dell tablets.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: By June of the year 2017, 75% of teachers will participate in at least 3 hours of technology training.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage teachers to participate in district technology training.			
2) Provide technology training on campus			
3) Provide orientation to technology services			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

South Shaver Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK through 4.			
3) Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery.			
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.			
9) Provide staff development on utilization of on-line databases and resources.			
10) Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research-based instructional practices.			
12) Provide instructional materials and implement research-based strategies, such as the Big Eight, on a daily basis to promote a variety of learner engagement techniques.			
13) Develop and provide research-based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at

least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Accelerated Reader.			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedures.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) G/T students will participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T-certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional support to parents of at risk students.			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			
9) Offer the Texas ACE program after school to selected students in 2nd through 4th grade, providing ACADEMIC ASSISTANCE & ENRICHMENT services that support all educational areas, as needed, to promote student achievement and success in school experiences.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety

initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plan, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grades and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content-appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, the campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			

5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPS, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms.			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			
8) Campus will follow district policy to ensure that students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Campus will include Special Education teachers in training regarding dyslexia and related disorders.			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer required iStation assessments.			
2) Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom."			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			
3) Offer the Texas ACE program after school to selected students in 2nd through 4th grade, providing COLLEGE & WORKFORCE READINESS services and activities that promote workforce awareness, job and/or college readiness, skills training, reparation for the workforce, and assistance in the attainment of employment and/or funding for college.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature- and technology-rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.			
2) Provide mentoring and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education programs on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, including online resources and eBooks.			
6) Provide educational resources for parents on the campus website.			
7) Provide instructional resources for parents to utilize at home with their children.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			
10) Offer the Texas ACE program after school to selected students in 2nd through 4th grade, providing PARENT/FAMILY SUPPORT SERVICES that help to increase the participation of families and parents in the students' educational experience.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students (Student Council, Service Club, etc.).			

4) Participate in the See to Succeed program.			
5) Participate in the Super Smile Savers program.			
6) Participate in the Brighter Bites program.			
7) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.)			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills.			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement an age-appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service-learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Southmore Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All departments will take common assessments. Each assessment will have a blueprint based on grade level Student Expectations, ensuring that all SEs have been assessed at the campus/district level.			
2) PLC meetings will be held after each common assessment to identify areas where reteaching is needed.			
3) Student expectations will be posted in classrooms and tied to lesson plans in Forethought.			
4) Rigorous instruction will be provided by highly qualified and trained teachers who follow District timelines and prepare common assessments. PLCs will begin with planned questioning.			
5) Rigorous instruction and student learning will be supported by campus Peer Facilitators through Peer Coaching.			
6) Incorporate more intervention into the school day by expanding Reading and Math elective classes			
7) Intervention opportunities will be offered before, during and after school (DAWG time and Tutorials).			
8) Monitor student Progress (Fix your Grade Fridays) in Homeroom; recognize and reward student achievement with Bulldog Coupons and in Academic Pep Rallies			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Passing rate of special education students on state assessments will be at 55% or above in all tested subjects.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online and STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms.			
2) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.			
3) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			

4) Campus will follow district procedures regarding parental request for special education evaluation.			
5) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
6) Campus will follow district policy to ensure students with disabilities have access to facilities.			
7) Tutorials will be offered to support special education students' academic success.			
8) Special Education Aides and Title 1 Aides will be utilized and trained to support special education students.			
9) Teachers will review formative and summative assessment data to identify areas where more support is needed.			
10) Coteach and inclusion classes will be in place for students requiring support facilitation.			
11) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Passing rates of ELL students on state assessments will be at 60% or above in all tested subjects. Additionally, 75% of ELL students will achieve Advanced High or demonstrate progress on the state TELPAS assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The LPAC committee will meet and review assessment data to determine progress of ELLs. (SG - Reading, Writing, Science and Social Studies, ELL)			
2) Teachers will review formative and summative assessment data to identify areas where more support is needed. (SG - Reading, Writing, Science and Social Studies, ELL)			
3) A Language Arts elective lab that will focus and reinforce basic language fundamentals will be implemented to help sheltered ELLs. (SG - Reading, Writing - ELL)			
4) Language Objectives will be documented in lesson plans and posted in the classroom by all teachers. (SG - Reading, Writing, Science and Social Studies, ELL)			
5) ESL Aides will be utilized and trained to support ELLs who are in a sheltered setting. (SG - Reading, Writing, Science and Social Studies, ELL)			
6) Tutorials and DAWG time will be offered to support ELLs academic success. (SG - Reading, Writing, Science and Social Studies, ELL)			
7) Math and reading electives will be made available to ELLs struggling in those content areas. (SG - Reading, ELL)			
8) Teachers will incorporate the use of SIOP and ESL strategies into their teaching. (SG - Reading, Writing, Science and Social Studies, ELL)			

9) Create common rubric to score writing samples in all core areas. Collect ESL Writing Samples in each content area each six weeks to ensure students are prepared for the TELPAS Writing Collection. (SG - Writing, Science, Social Studies, ELL)			
10) Offer training on dictionary usage, especially the Bilingual dictionary in LA classes and in Homeroom; investigate electronic bilingual dictionaries. (SG - Writing, Reading, Science, Social Studies , ELL)			
11) Use capstone ebooks for Guided Reading and provide SSR time in Homeroom to support literacy. (SG - Reading, ELL)			
12) All core teachers were trained in 7-Steps to a Language Rich Classroom and Talk-Read-Talk-Write. Specific strategies have been targeted as part of our Problem of Practice for Instructional Rounds (SG - ELL).			
13) Tutorials are offered specifically to ELL students to help with reading fluency and comprehension. Total Participation strategies, like partnered reading, are implemented at each session. (SG - Reading, ELL)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: By June 2017, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 75% of gifted and talented students will demonstrate advanced academic performance on STAAR.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Pre-AP classes will be offered to GT students.			
2) GT students will have the opportunity to participate in extra-curricular academic competitions such as the Spelling Bee, the Name that Book Competition and the Academic Pentathlon.			
3) GT students will create a TPSP based on District criteria in May.			
4) Pre-AP Teachers will be GT-certified and will participate in District GT staff development.			
5) A parent meeting will be held to introduce parents to the GT project and to address the purpose of the GT program.			
6) Pre-AP students are selected to peer tutor during DAWG time.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, the average daily attendance (ADA) will be at least 96%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor daily attendance reporting to ensure accuracy in state reporting.			
2) Utilize automated phone system to contact parents whenever a student is absent.			

3) Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Issue appropriate Truancy Prevention Measures to students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period.			
4) Actively pursue leavers and potential dropouts by participating in the annual District's Walk for Success.			
5) Recognize and reward perfect attendance in Academic Pep Rallies.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: Discipline referrals will decrease by at least 5% from the 2015-2016 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Make students aware of Discipline Expectations and DAWGS Guidelines for Success through WOOF TV, on School PowerPoint and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip.			
2) Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report bullying on school's website.			
3) Use call-out to notify parents if a student has been in the discipline office.			
4) BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff.			
5) Practice crisis procedures and train all staff in crisis procedures including building safety, child abuse, bullying and harassment and suicide prevention.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: 100% of students will participate in Homeroom activities which support a healthy climate and academic learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with homeroom time to monitor their grades (Fix your Grade Fridays) and celebrate their progress with academic pep rallies and Honor Roll movies.			
2) Hold homeroom academic competitions that support the campus literacy focus, such as Reasons to Read, AR competitions, STAAR competitions, etc.			
3) Offer Bulldog Incentive to Excel (BITE) to students who are passing and have completed all work each six weeks.			
4) Bulldog Coupons will be earned by students for progress and report card performance, including conduct and attendance.			
5) Use ebooks, guided questions, and Accelerated Reader, in addition to SSR during Homeroom.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Multiple learning structures will be in place to support at-risk students before, during, and after school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Intervention Assistance Team (IAT) will meet and review assessment, attendance, and discipline data to determine intervention needs of at-risk students.			
2) Tutorials and DAWG time will be offered to support the academic success of at-risk students.			✓
3) A Direct Dyslexia Reading class, as well as Math and Reading elective classes will be made available to students struggling in those content areas. The math elective teacher will use Think Through Math or Edgenuity to support student learning.			✓
4) Students failing 8th math will have the opportunity to recover credits through Edgenuity.			✓
5) High-school credit courses will be offered in Algebra, Communication Applications, Health and Art 1. Credit-by Exam will also be offered for high school Spanish I and II.			✓
6) An ICU program will be put into place to facilitate completion of student work. Parents will be notified by call-out if a student has been assigned ICU.			
7) All students will be tested using I-station to determine reading level and intervention needs.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will develop and promote 21st Century career and college exploration and preparation programs.

Performance Objective 1: 95% of Southmore students will utilize the KUDER program to draft a plan for their future and present this plan to a committee during Rites of Passage by May 30, 2017.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Kuder career interest inventory test to all students; students utilize results as they plan for their college and career exploration projects.			✓
2) Homerooms choose college and use college name and mascot throughout year for academic competitions; participate in College Week activities in Homeroom.			
3) Students create resume and interview with community members during Career Day in May.			✓
4) Career electives offered to 8th grade students.			
5) College Field Trip for 8th Grade Students.			
6) Transition activities with Rayburn, such as 8th Grade students visiting Rayburn and Rayburn students (Music and Athletic programs, guests on WOOF TV) coming to Southmore will take place throughout the year.			✓
7) Selected elective teachers will participate as student mentors in the HOSTS program.			✗
8) 8th Grade students will be given the PSAT Assessment.		✓	✓
9) Introduce Career and Tech High School opportunities to students and parents as they plan for high school.			✓
10) An AVID elective class that focuses on college readiness is offered to students.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All teachers will hold certificates and be highly qualified for the course(s) they are teaching.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Human Resources and interview teams will screen candidates	✓	✓	✓
2) New teachers will receive induction support from campus-based mentors	◔	◔	◔
3) All teachers will attend staff developments to stay current in their content area	◔	◔	✓
4) The Campus Climate Committee will support teachers by recognizing staff members and providing goodies and treats throughout the year	◔	◔	✓
5) Teambuilding activities at the beginning of the year and common conferences will be scheduled to facilitate teacher-to-teacher support	✓	✓	✓
6) All English Language Arts teachers will hold English as a Second Language supplemental certificates. All Math, Science, and Social Studies teachers will be trained in SIOP strategies. (SG - Reading, Writing, Science, Social Studies, ELL)	◔	◔	◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: A minimum of 300 Southmore parents will participate in on-campus activities. At least 4 opportunities for meaningful parental engagement will be offered to parents by May 31, 2017.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The volleyball team will hold a Parent Appreciation Night.	✓	✓	✓
2) Southmore will hold a Schedule Pick- Up Night.	✓	✓	✓
3) Southmore will hold an Open House and Title 1 Meeting in the Fall when the first progress report goes out. Tutorial, Title 1 and State Assessment information will be distributed. A Book Fair will also be scheduled on that night to encourage Literacy.	✓	✓	✓
4) The Parent Involvement Committee will survey parents to determine other opportunities to attract parent involvement.			
5) Southmore will hold a Parent Report Card Night in January to inform parents of student progress, the school report card and extended day opportunities. A Book Fair will also be scheduled on that night to encourage literacy.		✓	✓
6) Call-outs, handbooks and other written materials will be dual language.	✓	✓	✓
7) Mandatory Parent Conferences will be held to make parents aware of student academic and discipline issues.			
8) Parents will be invited to attend the End of Year Athletic Banquet and Awards Ceremonies in May.			✓
9) Parents will be invited to presentations about the Career Tech High School, Rayburn High School and high school graduation requirements.			
10) Technology trainings that inform the community of the benefits and dangers of modern day technology will be made available to parents throughout the year.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: A minimum of 30 professionals from the community will participate in activities at Southmore by May 31, 2017.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Community Outreach Committee will actively seek support from professionals and organizations in the community.			
2) Professionals and members from the community will be invited to speak/present on WOOF-TV.			
3) Community members will be invited to judge special events on campus, such as Rites of Passage.			
4) The Parent Committee will invite Community Organizations and Businesses to participate in and speak at school events.			
5) Community professionals will be invited to participate in Career Day in May.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: 90% of Southmore students will have completed a Technology Applications course or will have created a project that utilizes technology in a core area. Additionally, 70% of 8th grade students will meet the proficiency standard on the Tech Literacy assessment.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students utilize technology for all classes.			
2) Students will take at least a one semester of a Technology Applications course.			
3) Teachers update their technology training in order to utilize technology in the classroom.			
4) At-risk students utilize computer-based instruction to support their learning (Think Through Math, Edgenuity, Discovery Education, Brain Pop, and I-Station).			
5) Teachers utilize District Playlists and current event videos as springboards for class discussion.			
6) Elective classes in Yearbook and Media Productions provide opportunities for further student use of digital media.			✓
7) Science students will utilize Edusmart, Gizmo computer simulations, computer labs and data collection devices as they participate in Science labs.			✓
8) The Library will facilitate student access to data through the use of research and exploration utilizing databases, computers and access to e-books and readers.			✓
9) Utilize LanSchool on all teacher computers to monitor student computer usage.			
10) Teachers have access to OneNote Online that has a notebook with all technology trainings presented.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Sparks Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 1: During current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs.			
2) Implement the district scope and sequences for all courses in grades PK -4			
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
4) Integrate relevant literacy skills across all content areas.			
5) Implement gradual release model for lesson design and delivery			
6) Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas			
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			
8) Use on-line data bases, ebooks, books, and other resources for specific TEKS			
9) Provide staff development on utilization of on-line databases and resources			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects.			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			
12) Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques.			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During current year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5%

reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation.			
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.			
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments.			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction.			
6) Use data disaggregation to drive instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During current year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives.			
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student.			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: During current year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs			
2) Continue/maximize the campus use of Accelerated Reading Instruction			
3) Provide time and materials for purposeful reading during the school day.			
4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development about reading strategies.			
7) Provide library books and online resources to support all learning styles.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During current year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure			
2) Promote G/T Summer Exploration Camp opportunities. [P16]			
3) Participate in Texas Performance Standards Project			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students			
6) Promote participation in the Duke Talent Search program in fourth grade			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional and individualized support to parents of at risk students			
7) Participate in transition meetings to support LEP students as they move from 4th to 5th grade.			
8) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During current year, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			
3) Create a crisis management plans, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
7) Provide staff development concerning abuse and reporting obligations			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: During current year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis			
4) Administer Fitnessgram and use reports to drive instruction			
5) Provide Parent Education Opportunities for coordinated school health			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: During current year the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Use district wide grading standards that are linked to student expectations and are based on best practices.	✓	✓	✓
2) Record grades that accurately communicate mastery or non mastery on a specific student expectations.	✓	✓	✓
3) Use grade and/or content specific grading rubrics.	✓	✓	✓
4) Use district guidelines regarding the appropriate use of homework.	✓	✓	✓
5) Use district wide grade and/or content appropriate retest standards.	◔	◔	✓
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 11: During current year, increase the campus attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.	◔	◔	◔
2) Attendance incentives will be utilized ro recognize and promote oustanding attendance.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 12: During current year, Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.	✓	✓	✓
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.	✓	✓	✓
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.	✓	✓	✓
4) Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓
5) Campuses will follow district procedures regarding parental request for special education evaluation.	✓	✓	✓

6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR and STAAR Alt (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR an STAAR Alternative Participation Requirement Forms	✓	✓	✓
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Provide instructional supplies and training for all teachers working with students with disabilities.	✓	✓	✓
10) Include special education teachers in training given in the area of dyslexia and related disorders.	✓	✓	✓
11) Monitor the number of students with disabilities being served in least restrictive environments.	✓	✓	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st century classroom"	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 1: During current year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During current year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships.	✓	✓	✓
2) Provide mentorship and staff development opportunities to new personnel.	✓	✓	✓
3) Expand leadership and mentoring opportunities for all staff.	◔	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	◔	◔	✓

✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Goal 4: We will use a culturally responsive approach to rentlessly pursue meaningful engagement with parental business, and community stake holders.

Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component and orientation programs.			
2) Provide parent education at all campuses on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Provide parent workshops regarding reading with children, online resources and ebooks.			
5) Provide educational resources for parents on their website.			
6) Provide instructional resources for parents to utilize at home with their child.			
7) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data.			
8) Provide information that can be utilized with students and parents in the interpretation of test results.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school Student Council, etc.)			
4) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers,Ã¢â‚¬Â¦).			
5) Participate in the "See to Succeed" program			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Stuchbery Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each sent.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs. *TAIS: SG-SPED Reading			✓
2) Implement the district scope and sequences for all courses in grades Pk to 4. *TAIS: SG- SPED Reading			✓
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards			
4) Integrate relevant literacy skills across all content areas. *TAIS: SG- SPED Reading			✓
5) Implement gradual release model for lesson design and delivery			✓
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.			✓
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS.			
8) Use on-line databases, eBooks, books, and other resources for specific TEKS. *TAIS: SG-SPED Reading			
9) Provide staff development on utilization of on-line databases and resources. *TAIS: SG-SPED Reading			
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. *TAIS: SG-SPED Reading			
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices.			

12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. -STAAR Ready ELAR -Mastery Deluxe Writing *TAIS: SG-SPED Reading			
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			
14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC, while accommodating students with intervention time (STAR). *TAIS: SG- SPED Reading			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. *TAIS: SG- SPED Reading			
2) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments			
3) Provide staff development opportunities for regular education teachers on the intervention and referral process (e.g. Fish Camp).			
4) Provide staff development on data disaggregation and how the data will drive instruction. *TAIS: SG- SPED Reading			
5) Use data disaggregation to drive instruction. *TAIS: SG- SPED Reading			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies, materials, and activities designed to meet the needs of at-risk learners and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. *TAIS: SG- SPED Reading			

2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. *TAIS: SG- SPED Reading			
3) Teachers will attend training opportunities for problem solving and higher-level questionaing/thinking skills needed to increase rigor.			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. *TAIS: SG- SPED Reading			
6) Establish and support campus PLCs. *TAIS: SG- SPED Reading			
7) Allow time for consistent vertical, horizontal, and team planning,as well as campus-based staff development. *TAIS: SG- SPED Reading			
8) Provide time to address Texas Accountability Intervention System (TAIS) safeguards *TAIS: SG- SPED Reading			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Provide time and materials for purposeful reading during the school day. Read N' Relax prior to transitions. *TAIS: SG- SPED Reading			
3) Provide information to teachers reagarding special reading needs of dyslexia students.			
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Student self-monitoring component. *TAIS: SG- SPED Reading			
5) Provided staff development about reading strategies. *TAIS: SG- SPED Reading			
6) Provide library books and online resources to support all learning styles. *TAIS: SG- SPED Reading			
7) Campus and district "Slide Into Summer" reading incentive programs.			
8) AR reward day for reading progress			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During the current school year, provide an array of learning opportunities gearred for gifted/talented students to meeti uniques needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
7) Provide field trip opportunities for enrichment			
8) Provide students with learning tools/supplies to foster critical thinking.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. *TAIS: SG- SPED Reading			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early indentification of individuals who might be at-risk of not mastering TEKS. *TAIS: SG- SPED Reading			
4) Implement research-based programs designed to accelerate student learning. STAR (intervention/enrichment) groups formed for 3 days per week pull-out. *TAIS: SG- SPED Reading			

5) Provide additional and individualized support to parents.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.			
2) Provide opportunities for staff to attend ESL and ELPS training			
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the current school year, each campus will stustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provided mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. One/one meetings with each student.			
3) Create a crisis management plan, including safety drills.			
4) Provided training and implement effective strategies through Safe and Civil Schools and PBIS to reduce inappropriate behavior and monitor attendance.			
5) Provided Gang Awareness training and Character Education programs. HERO Pep rallies recognizing students exhibiting character traits that align with guidelines for success.			
6) Utilize behavior specialists to provide intervention strategies and develop and Intervention Plan for students with chronic misbehavior.			

7) Provide staff development concerning abuse and reporting obligations.			
8) Provide support and staff development opportunities to increase skills in building relationships			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness ofhealthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives. Move-It More Challenge for staff.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. FluClinic partnership with Walgreens.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide Parent Education Opportunities for coordinated school health forums and campus Health Fair			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non-mastery on a specific student expectation.			
3) Use grade and/or content specific grading rubrics.			
4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using and RTI model, students who are failing will be identified for and receive appropriate intervention in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: During the current school year, increase the campus attendance rate to 98% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Attendance incentives will be utilized to recognize and promote outstanding attendance. Be Here Bucks			
2) Phone calls home prior to 9:30AM			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student is being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Work collaboratively with the Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Follow district procedures regarding parental request for special education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determination regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms.			
7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraing Training and Texas Behavior Support Initiative requirements.			
8) Follow district policy to ensure students with disabilities have access to facilities.			
9) Provide instuctional materials and training for all teachers working with students with disabilites. *TAIS: SG- SPED Reading			

10) Include special education teachers in training given in the area of dyslexia and related disorders. *TAIS: SG- SPED Reading			
11) Monitor the number of students with disabilities being served in least restrictive environments. *TAIS: SG- SPED Reading			
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, and ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. *TAIS: SG- SPED Reading			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, student an teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment, PK-4 outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
5) Computer Lab rotation			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 14: We will commit to a growth mindset with staff via the T-TESS model

Performance Objective 15: Provide intervention services through extended time and extended year programs incorporating TEKS requirements based on current year data.

Performance Objective 16: Provide training for all teachers working with students with disabilities.

Performance Objective 17: Provide more opportunities for hands-on science (e.g. ecology center)

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: During the curent school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements..			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the Current school year, students will receive information and guidance necessary to facilitate successful entry in post secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns. College tiles created by staff.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st Century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for student to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provided team building opportunities to increase skills in building relationships.			
2) Provide mentorship and staff development opportunities to new personnel. Fish Camp kick-off and monthly new teacher PLC.			
3) Expand leadership and mentoring opportunities for all staff. Create deliverables to provide training to teammates.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG- C & M ELL)			
5) Provide peer observation opportunities and partnerships.			
6) SBDM Core Value and Campus Plan Ownership			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in theri children's education.During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in theri children's education. Save Save All

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education on various topics: Love n' Logic			
3) Provide parent workshops regarding reading with children, online resources and eBooks.			
4) Provide educational resources for parents on the website.			
5) Provide instructional resources for parents to utilize at home with their child (Ready Rosie)			
6) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title I information and TAPR data.			
7) Provide parents with information that can be utilized with students and parents in the interpretation of test results.			
8) Provide stakeholders with school Facebook page to promote brand, communicate with community, and historically follow school events with picture and video.			✓
9) Provide multiple parent/student nights that promote strong family relationships and involvement. Father/daughter and mother/son dances in the spring.			✓
10) Provide platform to parent visibility and direct involvement during the school day with WatchDOGS program.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service (Canned food drive, Angel Tree, Teddy Bear, etc.)			

2) Promote student/parent/business involvement through volunteerism (Red Ribbon Week, WatchDOGS, Historians, HOSTS mentor, etc.)			
3) Promote service organization for students ins school (Student Council, Safety Patrol, Boys Group)			
4) Participate in the "See to Succeed" program.			✓
5) Establish local business and community centers (Walgreens, Albemarle, McDonalds, and Sagemont			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend training in Behavior Management.			
3) Provide mediation, conflict resolution,bullying and Conscious Discipline training opportunities for studentsand staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently sever, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Implementation of safety crisis management plans, including safety drills.			
5) Provide training opportunities and implement effective strategies through Safe and Civil Schools/PBIS to reduce inappropriate behavior.			
6) Provide training opportunities for Gang Awareness,character education, and flag education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination and harassment. See full policy at FFH (Local).			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. HOPE Forum.			
9) Implement an age appropriate and vertically aligned guidance curriculum			
10) Provide in-class training on Conscious Discipline practices and KELSO with students.			
11) Provide weekly newsletter to staff to preview upcoming week, target reminders, and celebrate HERO staff via Hero Herald			
12) Promote ownership in school beautification. Ceiling tile projects.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on : Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementtion.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures for fieldtrips			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resorces to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities (e.g. Flag Assembly)			
2) Provide support for student and staff participation in service learning opportunities			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Provide a safe, after-school community for students to build friendships and enrich learning.

Performance Objective 6: Promote social skills to foster conducive learning environment for all students

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide group session tools to build social awareness, interpersonal intelligence, and coping strategies.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: Empower families with tools to foster healthy lifestyles, choices, and manage adversity.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Muffins with Moms			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Provide teacher training and student access to research-based, computer programs that build literacy and number sense

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue access to iStation, ThinkThrough Math, ExtraMath, Ready Rosie, Waterford, and Dream Box via district agreements.			
2) Licence renewal of Flocabulary			
3) Staff-led instructional technology training at campus			
4) License renewal for Reading A-Z/Raz-Kids			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Sullivan Middle School Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 1: Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to SE-based instructional targets.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 100% of administrative and instructional staff will utilize Aware and other tools of data collection to analyze student performance every 9 weeks.			
2) Teachers will utilize data heat sheets during planning to focus on low SEs and use standard clarfications and the Lead4ward pages to improve instruction for low SEs.			
3) Teachers will participate in a department PLC look at data, plan common assessments, align resources to SEs, share resources, and discuss how to utilize available resources on campus.			
4) In weekly lessons, all teachers will utilize Comprehension Toolkit, as well as other researched based instruction practices.			
5) All staff will integrate SIOP/7 Steps strategies into daily classroom instruction.			
6) Teachers will use SMART Goals each nine weeks to reteach SEs that were not at acceptable passing standards from a prior assessment.			
7) Connect Teams will use Personalized Learning to assist students in becoming self-directed learning and fill in gaps			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 100% of teachers will create rigorous and relevant lessons on a weekly basis that meet the needs of all students utilizing district and campus spotlights; such as AVID, Technology, SIOP, 7 Steps.			
2) Monitor curriculum implementation through walkthroughs and instructional rounds.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The Intervention Assistance Team, which includes classroom teachers, will meet to monitor and implement strategies and modifications before referrals are made for special services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The Intervention Assistance Team will meet every 3 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Teachers will use the lessons, target tests, curriculum based assessments, and time lines developed to support district curriculum guidelines.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will develop and incorporate weekly activities to follow district scope and sequence.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Various resources will be used by teachers for monitoring of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate a variety of resources for instruction, reteaching, assessment, and homework; such as IStation, Think Through Math, IXL Math, Leveled Literacy Instruction (LLI) kits, Schoology, and Edusmart.			
2) AVID Strategies will be used by teachers to raise the level of rigor.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to the regular instruction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area. LEP, Tier II, and Dyslexic students will receive additional support through the use of various programs throughout the 9 weeks.			

2) Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students.			
3) Utilzation of ESL strategies in every class and implementation of ELPS.			
4) Blended Learning using iXL Math			
5) Extended Day Tutorials for Math, Reading and Science			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: 100 % of students will use self-selected reading to instill an enjoyment of reading. Students will be encouraged to read various materials and provided incentives to read throughout the year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will participate in the following activities as they develop an enthusiasm for reading: Tweens Read, Caught You Reading, Read Across America, book fairs, Name That Book, author's works emphasized with books, displays, and videos, library cards from Pasadena Public Library, and Author/Illustrator visits. Staff development on technology resources will be available to teachers as well as how to use these programs.			
2) Self-selected reading will help instill an enjoyment of reading by having an Accelerated Reader - Incentive Program, Leisure Reading Areas/Centers, Trade Books, Library Circulation, High School Mentors, and Daily Silent Sustained Reading.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the 2016-17 school year, the CATCH committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Families will be invited to attend family fitness activities, in which they will participate in activities that increase health and wellness such as the Turkey Trot, Pumpkin Run and Get Fit Jog.			
2) Laminated cards that contain nutritional information about common foods eaten by teens and healthy alternatives.			
3) Students will participate in physical education assessments including Fitnessgram.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: 100% of campus departments will create smart goals based on student performance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each department will create a smart goal for the 2016 - 17 year based on 2016 - 17 STAAR results.			
2) Each department will create quarterly smart goals that reflect student progress which will be continually assessed and refined to meet the needs of all students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: Students will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom. The Inclusion Team will continue to work with grade levels to insure that all students will be given the opportunity to work in the LRE.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Weekly tutorials will take place in reading, math, and science focusing on accelerated instruction for all students to be successful.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, the campus attendance rate will increase to 96% or higher

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will receive attendance reconginization and rewards to promote attendance.			
2) An attendance committee will monitor all students for attendance issues and implement strategies to promote attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-m/ALT (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing District/State required STAAR Modified and STAAR Alternative Participation Requirement Forms.			
7) Campus will follow district policy to ensure students with disabilities have access to facilities.			
8) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.			
9) Provide training for all teachers working with students with disabilities.			
10) Monitor the number of students with disabilities being served in least restrictive environment.			

11) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ard committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Students whose academic performance on STAAR, common assessments, or benchmark tests indicates they are at-risk of non-mastery of the TEKS will be provided opportunities for reteach.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All teachers will provide daily morning tutoring for those students who are able to arrive by 8:10 a.m.			
2) All reading, science, and math teachers will provide weekly Mane Event tutoring based upon data and need. These groups will change as students demonstrate skill mastery.			
3) Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and student subgroups.		✓	✓
4) All teachers on campus will review the previous year state assessment scores for all students.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Career Day will be held on-campus during the school day. The students will learn from professionals in the community about all types of careers and the skills needed to pursue specific occupations.			
2) In October and November, thirty 5th grade students will explore science, math, and technology; incorporating these skills in real world opperation and investigations.			
3) 100% of students are introduced to college through a series of college readiness activities.		✓	✓
4) Teachers will spend time during college week discussing college and their own experiences in order to promote interest and awareness of institutions of higher learning.		✓	✓
5) Introduction to extracurricular activities, an important college prerequisite for students through student clubs			
6) All students will receive academic planning lessons, which include goal setting, personal and carrer interests, as well as college university information.			
7) Provide kids 2 college weekly lessons that introduce students to college readiness activities,			✓

8) Teachers will show video clips of their college experience as well as information on other universities.			
9) Each student will contribute one sample of 2 or 3 column notes per 9 weeks.			
10) Each student will demonstrate part of AVID's initiatives by using thier planners to write down daily commitments and goals.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: During the current school year all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Kids 2 College field trip to University of Houston			
3) Provide opportunities for students to explore various career opportunities through an annual Career Day.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers.			
2) Nelda Sullivan will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers.			
3) Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: All new teachers will be paired up with a teacher to be their mentor throughout their first year at the school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All new teachers will go to their mentor teacher when they have questions or concerns. They will meet at least once a week to discuss teaching strategies, classroom management,and areas of need.			
2) Each year all new teachers will receive a comprehensive introduction to Nelda Sullivan Middle School, Pasadena ISD, and the CLMS Community.			
3) New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips. They will have an opportunity to voice questions or concerns.			
4) New teachers who belong to more than one label (ex:sped as well as math) will be paired with one official mentor within their discipline and one helper teracher who is responsible for answering questions or concerns regarding his/her area.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Provide Team Building opportunities to increase relationships throughout the building.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual.			

2) Administrators and staff members will nominate teachers for monthly teacher recognition.			
3) Staff members will voluntarily participate in "fun weeks" and social activities to develop school climate relationships.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: The Sullivan Crisis Management Team has established a plan in the event a crisis might occur and drills are preformed regularly.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A team of school personnel has been established as the crisis team. These faculty members are responsible for alerting all stakeholders involved in what is happening in a crisis situation.			
2) A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the 2016-17 school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Parents will be invited to meet their child's teacher on Curriculum Connect Evening (Open House), held in September.	✓	✓	✓
2) The number of parent volunteers will increase by 5% from the 2014 - 15 school year.			
3) Parent Education will be held monthly beginning in September and ending in May			✓
4) At each parent education event held in the evening, parents will be recruited to mentor a student on campus with the goal being to recruit 20% more mentors as compared to last year.			
5) Parents will be invited to student led conferences in January with the goal of 50% in attendance.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: The number of parent volunteer will continue to increase each year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year.			✓
2) In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year.			✓
3) In August parent volunteers will be recruited.			
4) Parent meetings will occur monthly throughout the year to inform parents on how to help their students succeed in school.			✓
5) A volunteer reception will be held at the school family assembly in March to thank the volunteers for their time and support.			
6) Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Parent Education will occur throughout the school year in order to increase student's academic success.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A parent needs assessment will be completed by September.			
2) The assessment will be collected, analyzed and graphed to determine what type of parent education program needs to be created for the school year.			
3) Parent Education opportunities will be made throughout the year through avenues such as parent education nights, parent event committee meetings, Parent Connect Events and Activities; as well as the weekly Parent Connect newsletter.			
4) Parent literature will be sent out in English and Spanish and also made available in the office throughout the year.			
5) Parents will be invited to participate in Math, Science and ELAR information nights, they will learn strategies for each subject which can be applied at home.			✓
6) 10% of parents will attend muffins for mom/donuts with dads.			✗
7) 10% of grandparents will attend a grandparents week celebration in September.			
8) In September 10% of the 6th grade parents will attend an information session on Kids 2 College program and receive information about college readiness and its relevance to 6th grade students.			
9) In May 10% of parents will attend an enrollment meeting that involves an overview of the Pre-AP classes and the 5th grade GT program.			
10) From November to February, GT and Commended students will be invited to participate in DUKE TIP program.		✓	✓
11) 5% of parents will attend parent information meetings about conscious discipline to gain tips on how to use these strategies at home, this will be provided one per semester.			
12) In November 5% of parents will attend a bully prevention information session on how to equip their child with strategies for dealing with conflict.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Increase community involvement during the 2016 -17 school year by expanding current community partnerships and creating new partnerships.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for all students in school/community service through various student clubs.			
2) Recruit and retain community resources that provide campus incentives for student success.			

3) Maintain successful annual career day by recruiting speakers from the community.			
4) Continue STEM experiences for at-risk students through our community partnership with StarBase.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: During the 2015 - 16 school year, 100% of students and staff will promote positive choices through using conscious discipline structures and strategies.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards, wish wells, and jobs.			
2) Teachers and Staff will create and teach Conscious Discipline Lessons throughout the school year.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Student and teacher access to technology will increase at the campus level according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will use computer lab, mobile labs, and classroom computers to have students acquire technology skills.	✓	✓	✓
2) Teachers will be trained on how to use the various district provided technology to enhance instruction and data dissagregation.	✓	✓	✓
3) Teachers and students will use various types of technology to assimilate real world scenario's. (Flip Cameras, e-readers, Kindle Fires, netbooks)			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 2: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom through use of class sets of mobile labs, smart boards, and byot initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, 5-6 as outlined in the District Technology Plan			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Summit Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2016-2017, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average on STAAR at Level 2: Satisfactory and Final Recommended standards.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Staff will attend curricular FOCUS meetings every 6 weeks.			✓
2) Summit will provide campus professional development once a month focusing on high yield research based practices.			
3) 70% of teachers will be certified in ESL or will have gone through SIOP training.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: During 2016-2017, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) In PLC meetings teachers will discuss teaching strategies based on formative data from CBA results.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: During 2016-2017, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus will hold monthly In-services focusing on the integration of technology in classroom lesson planning.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: By June 2017, implement reading initiatives designed to increase reading skills of all students as evidenced by 95% of students passing reading on grade level at the end of 2nd grade as measured by WRAP assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will include ELPs learning objectives and reading strategies into their lesson plans.			
2) Students will be invited to take part in book clubs in the campus library.			
3) Summit staff will create new opportunities for students to increase reading skills.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2016-2017, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR at Level II: Satisfactory (Final Recommended) and 70% scoring Level III: Advanced in Reading and Math.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will implement differential instruction strategies 100% of the time during instruction.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During 2016-2017, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 80% of teachers will have gone through district SIOP training or obtained a certification in ELL.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment

conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Performance Objective 9: By June 2017, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) the summit will host monthly parents meetings focusing on environmental and lifestyle healthy living practices.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Performance Objective 11: During 2016-2017 the district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) summit Teachers will input no fewer than 3 grades a week.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: During 2016-2017, increase the district's attendance rate to 96% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will contact Parents of their home room students who have missed two consecutive school days.			
2) chronic Attendance issues of students will be referred to the student support team.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 13: By August, 2017, all PISD schools will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Performance Objective 14: Student and teacher access to technology will increase across PISD according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) increase in use of Schoology by teachers.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2016-2017, all high school students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) the Summit will increase the number of recovered credits for students by 20% using computer assisted learning.			
2) the Summit will increase the number of students earning initial credit through the use of the Virtual Learning Network by 20%.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By August, 2017, the PISD Community School will provide flexible learning opportunities for students to increase graduation rates.

Performance Objective 3: During 2016-2017, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will increase their use of Schoology.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) every 6 weeks the Summit will host a representative from San Jacinto Junior collage to speak to high school about secondary learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: During 2016-2017, counselor's roles will be reorganized to effectively meet the needs of all students as evidenced by a

restructured schedule.

Performance Objective 6: By May 2017, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By January, 2017, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2017, a parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monthly parent meetings in a series called Empowering parents as a part of our ACE school program.			✓
2) The Summit will host weekly meetings entitled Parenting with Loving Limits. Families will learn positive behavior to promote good parent child relationships.			✓
3) the summit will Host Parenting with Loving Limits. these groups allow for families to meet with a Masters level therapist to provide family therapy.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 2: Increase community involvement during 2016-2017 by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The summit will increase the number of community partnerships to provide psycho social services for student and their families.			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2016-2017 school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) The summit will update campus handbook reflecting changes in procedures for student and staff safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: By June 2017 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Performance Objective 3: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Performance Objective 4: By June 2017, district will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase measurable effectiveness of protocols designed to promote a safe environment.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: By June 2017, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Incorporate civics into the Character Ed curriculum.			
2) Incorperate Restorative Justice Practices into Summit CLIMB sytem.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Utilize technological resources to streamline support services as evidenced by positive customer service responses.

Performance Objective 2: By June 2017, identify effective district operations and business processes to maximize efficiency as measured by customer service input.

Performance Objective 3: By June 2017, increase community and district awareness of ancillary support services.

Teague Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs. (SG - Sped Math)			✓
2) Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (SG - Sped Math)			✓
3) Provide campus based staff development to ensure consistent implementation of the curriculum, scope and sequence and rigor and relevance standards. (SG - Sped Math)			✓
4) Integrate relevant literacy skills across all content areas. (SG - Sped Math)			✓
5) Implement gradual release model for lesson design and delivery.			✓
6) Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas.			✓
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.			✓
8) Use on-line databases, ebooks, books, and other resources for specific TEKS.			✓
9) Provide staff development on utilization of on-line databases and resources.			✓
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (SG - Writing: All, Hispanic, ED)			✓
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (SG - Writing: All, Hispanic, ED)			
12) Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (SG - Sped Math)			✓
13) Develop and provide research based instructional strategies and staff development plan for technology integration.			✓

14) Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (SG - Sped Math)	✓	✓	✓
15) Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (SG - Sped Math)	◔	◔	✓
16) Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (SG - Sped Math)	◔	◔	✓
2) Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency.	◔	✓	✓
3) Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments.	◔	◔	✓
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.	✓	✓	✓
5) Provide staff development on data disaggregation and how the data will drive instruction. (SG - Sped Math)	◔	✓	✓
6) Use data disaggregation to drive instruction. (SG - Writing: All, Hispanic, ED)	◔	◔	✓
7) Administer common assessments, reading inventories, and Curriculum Based Assessments to all kindergarten through fourth grade students; analyzed and used the collected data to create appropriate instructional groups to provide real-time intervention and enrichment support. (SG - Sped Math)	◔	◔	✓
8) Create a school-wide tracking chart to display students' reading, writing and math levels and monitor their progress during grade level PLC meetings. (SG - Sped Math)	✓	✓	✓
9) Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (SG - Sped Math)	◔	◔	✓
10) Use data binders to collect and organize student information; review information during planning and intervention meetings to make instructional decisions to promote student success.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. (SG - Sped Math)	✓	✓	✓
2) Teachers will attend training opportunities for curriculum components needed to increase relevance.	✓	✓	✓
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor.	✓	✓	✓
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.	◔	◔	◕
5) Establish and support campus PLCs. (SG - Sped Math)	◔	◑	✓
6) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (SG - Sped Math)	◔	◔	◕
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	◕	◕	✓
2) Provide time and materials for purposeful reading during the school day.	✓	✓	✓
3) Provide information to teachers regarding special reading needs of dyslexia students.	✓	✓	✓
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	✓	✓	✓
5) Provide staff development about reading strategies.	◕	◕	✓
6) Provide library books and online resources to support all learning styles.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique

needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.			
2) Promote G/T Summer Exploration Camp opportunities.			
3) Participate in Texas Performance Standards Project.			
4) Students will be clustered and instructed by G/T Certified teachers.			
5) Implement G/T Pullout program for identified students.			
6) Promote participation in the Duke Talent Search program in fourth grade.			
7) Provide six-hour GT update training for certified staff members.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Implement research-based programs designed to accelerate student learning.			
6) Provide additional and individualized support to parents.			
7) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			
8) Conduct intervention assistance team (IAT) meetings every 4-9 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data			

9) Include Planned Intervention and Enrichment (PIE) time in the master schedule and provide appropriate instructional support for students based on information collected from a variety of data sources.	✓	✓	✓
10) Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection.	✓	✓	✓
2) Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers.	◔	◔	✓
3) Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum.	◔	◔	✓
4) Implement the ESL scope and sequence at all grade levels.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.	◔	◔	✓
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.	●	◔	✓
3) Create a crisis management plan, including safety drills.	◔	◔	✓
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.	◔	◔	✓
5) Provide Gang Awareness training and Character Education programs.	✓	✓	✓
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior.	◔	◔	✓

7) Provide staff development concerning abuse and reporting obligations.	✓	✓	✓
8) Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members.	◔	◔	✓
9) Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.	◔	◔	✓
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.	●	◔	✓
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.	●	◔	✓
4) Administer Fitnessgram and use reports to drive instruction.	●	●	✓
5) Provide Parent Education Opportunities for coordinated school health at each campus.	◔	◔	✓
6) Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite parents to attend.	◔	◔	✓
7) Family Fitness Nights will be held for the families.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district-wide grading standards that are linked to student expectations and are based on best practices.	◔	◔	✓
2) Record grades that accurately communicate mastery or non-mastery on specific student expectations.	◔	◔	✓
3) Use grades and/or content specific grading rubrics.	◔	◔	✓

4) Use district guidelines regarding the appropriate use of homework.			
5) Use district-wide grade and/or content appropriate standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problem.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 12: During the current school year, campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines.			
5) Campus will follow district procedures regarding parental request for special education evaluation.			
6) Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms			
7) Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.			

8) Campus will follow district policy to ensure students with disabilities have access to facilities.			
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.			
10) Special Education teachers are included in training given in the area of dyslexia and related disorders			
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.			
12) Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the istation assessments that are required.			
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom".			
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.			
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.			
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.			
2) Establish higher education promotion campaigns.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide support and staff development opportunities to increase skills in building relationships. (SG - Writing: All, Hispanic, ED)			
2) Provide mentorship and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus. Provide time for observations to occur. (SG - Writing: All, Hispanic, ED)			
6) Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component and orientation programs.	✓	✓	✓
2) Provide parent education at all campuses on various topics.	◔	◔	✓
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.	◔	◔	✓
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.	○	○	○
5) Provide parent workshops regarding reading with children, online resources and eBooks.	○	◔	✓
6) Provide educational resources for parents on their website.	◔	◔	✓
7) Provide instructional resources for parents to utilize at home with their child.	◔	◔	✓
8) Provide opportunities for parents to attend grade level meetings to share expectations and strategies for a successful year, share Title I information and TAPR data.	✓	✓	✓
9) Provide information that can be utilized with students and parents in the interpretation of test results.	○	○	✓
10) Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week.	○	○	✓
11) Schedule grade level music programs to showcase students' talents in fine arts.	◔	◔	✓
12) Communicate with parents by utilizing weekly folders that will be sent home each Tuesday to inform parents of their child's academic and behavioral progress.	✓	✓	✓
13) Provide a parenting center to promote parent participation including volunteer work and parenting workshops. The parents will also have access to available educational resources in the school environment.	✓	✓	✓
14) Implement the WatchDogs program. (Dads of great students)	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote service organizations for students in school (Student Council, School Helpers, etc.)			
4) Participate in the See to Succeed program			
5) Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.)			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills			
5) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors.			
9) Implement and age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Tegeler Career Center Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During the 2016 - 2017 school year, Grad+ students enrolled long term will pass 85% of courses/credits attempted.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize research-based instructional strategies to increase student achievement including Blended Learning, Big 8, Marzano's 9, Lead4Ward, AVID and the Primacy-Recency approach.			✓
2) Provide additional instructional support to teachers.			✓
3) Conduct weekly Grade Level PLC meetings during MegaLunch according to the campus-wide ML schedule.			✓
4) Conduct instructional trainings on Thursday afternoons as needed (other than the 1st Thursday of each month) or mini-sessions from 2:45 - 3:00 p.m.			✓
5) Report grades via Gradespeed at the end of every Three Week period and at the end of every Six Weeks Grading Period.			✓
6) Provide required and needed staff development to teachers.			✓
7) Implement CHAMPS or other classroom management plan to optimize instructional delivery and to share daily language objective.			✓
8) Utilize SIOP strategies to address the academic needs of LEP students as well as all struggling learners.			◔
9) Offer PE classes to help students stay fit, encourage healthy living and meet diploma requirements			✓
10) Continue to provide daily reading instruction for all 7th and 8th graders.			✓
11) Double block 9th grade math (Algebra 1 & Strategic Math) for all incoming 9th graders			✓
12) Teachers follow district policies and campus Guidelines for Grading procedures posting grades regularly on Gradespeed.			✓
13) Provide a graduation ceremony			✓
14) Provide Honor Roll celebrations			✓
15) Seek assistance from the district's Instructional Specialists			◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Student performance will be evaluated based on STAAR results by summing across grade levels by content areas at 50% each.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use disaggregated data for diagnostic purposes.			✓
2) Provide supplemental materials to better prepare students for STAAR/EOC exams			✓
3) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessments and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A and STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms.			✓
4) Implement maintenance plan across all core subject areas including Quickstarts and Exit Tickets.			✓
5) Organize STAAR and EOC testing schedules for students in grades 7th - 12th as well as Mock Exams.			✓
6) Conduct CBA and Mock Exams utilizing district-prepared tests, Released Tests and AWARE			✓
7) Disaggregate data from CBAs and Mock exams for instructional purposes			✓
8) Implement EOC prep/remediation sessions for students			✓
9) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			✓
10) Schedule 10th grade students who did not pass the Algebra 1 EOC into specific sections of Algebraic Reasoning for remediation purposes.			✓
11) Schedule 10th grade students who did not pass the Biology EOC into specific sections of IPC for remediation purposes.			✓
12) Schedule 12th grade students who did not pass the US History EOC into Special Topics for remediation purposes.			✓
13) Implement English "35/45" sections for 11th and 12th graders who did not pass the Eng1 or Eng2 EOC exams.			✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: The retention rate for Grad+ students will be 80% or better during the 2016 - 2017 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Make building relationships with students a top priority.			✓
2) Create positive learning environments in every classroom.			◔
3) Offer three field trips per grade level (college, career and fun)			✓
4) Continue to add elective courses based on students' interests.			✓

5) Continue to allow students to dine outside during breakfast and lunch times			✓
6) Implement MegaLunch allowing students to participate in clubs and activities.			✓
7) Monitor withdrawals to ensure students who exit do not become dropouts.			✓
8) Offer student pictures			✓
9) Organize and sell a school yearbook			✓
10) Plan and hold Spring Fling			✓
11) Plan and hold two student dances, one in the fall and one in the spring			✓
12) Implement an incentive plan to encourage positive behavior			✓
13) Implement a Makerspace program offered during Megalunch in the library			◔
✓ = Accomplished ◔ = Considerable ◑ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Tegeler Career Center will provide the Graduation+ program for struggling students who meet program eligibilty in grades 7 - 12.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Conduct program orientation meetings that provide a program overview and campus tour			✓
2) Communicate with home campuses regarding student withdrawals and corresponding re-enrollment at TCC			✓
3) Communicate with home campuses regarding openings and potential applicants			✓
4) Conduct pre-screenings after receiving completed referrals from home campuses			✓
5) Provide small learning environments keeping class loads at an average of 15 - 17 students for all core subjects.			✓
6) Offer Grad+ instructional program to struggling PISD students who meet program eligibility and are served by Tegeler Career Center			✓
7) Continue to include separate reading and writing courses in grades 7 and 8			✓
8) Continue to build the library collection to reflect interests, ages and reading levels of students			✓
9) Offer Initial Credit and Bonus classes to allow acceleration opportunities			✓
10) Schedule a midday bus route to allow early outs for seniors			✓
11) Utilize the cafeteria as an Internet Cafe providing a wifi environment for Personalized Learning			✓
12) Offer Spanish l and ll CBEs for HS credit			✓
13) Offer Credit Recovery opportunities to students to gain credit for courses previously failed			✓
14) Offer Grade Repair to all students when performance is unsatisfactory in classes they are currently enrolled in			◔

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Tegeler Career Center will maintain a safe and orderly environment conducive to student learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to keep a physically safe facility by locking all entry doors to Building A from the outside (with the exception of main entrance) as well as all exterior doors to Buildings B & C			✓

2) Implement "Entry Experience" procedures to initiate relationship building			✓
3) Continue to maintain a well kept facility			✓
4) Request maintenance in the form of work orders for repairs and improvements			✓
5) Continue to provide guidance and counseling services to all students			✓
6) Conduct monthly faculty meetings on the first Thursday of every month			✓
7) Require all visitors to report to Main Office to check-in			✓
8) Assign duties (before school, class transitions, lunch, and dismissal)			✓
9) Continue to enforce standardize dress code and other dress code requirements			✓
10) Communicate Crisis plan and other safety procedures			✓
11) Continue to use hand-held radios to communicate with office staff members, custodians, PE coaches, PF and other support staff.			✓
12) Keep emergency buckets filled with supplies including water, batteries, toilet paper, etc. to use in the event of an emergency or other Shelter-in-Place			✓
13) Communicate positive messages to students and staff via weekly editions of the Trailblazer Express, daily PA announcements, bulletin board posters, electronic signs, email and HERO			✓
14) Conduct drills (fire, tornado, shelter-in-place, etc.)			✓
15) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behaviour Support Initiative requirements.			✓
16) Provide administrative support and handle administrative responsibilities			✓
17) Utilize the HERO software/hardware to address tardies, make-up time, positive behaviors, detentions, etc.			✓
18) Administer and study results of Safe & Civil student and faculty school climate surveys refining practices as needed			✓
19) Safe & Civil Committee will review discipline data to determine high frequency behaviors and develop a plan to reduce behaviors and referrals for that category			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: Tegeler Career Center will provide support services to meet Grad+ students' academic and personal needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to provide personal guidance and counseling to students as needed			✓

2) Act as student advocate/liaison when dealing with government and/or community resources when needed			✓
3) Assist students in obtaining and maintaining Medicaid as well as other forms of assistance			✓
4) SHAC representative will represent campus at meetings and monitor students in the program			✓
5) Address the health needs of students and staff on campus and promote the school wide health and nutrition plan and awareness			✓
6) Ensure that all Special Programs requirements are met for students with special needs (Special Ed, Section 504, LEP, Migrant, Recent Immigrant, Dyslexia, GT, etc.)			✓
7) Communicate regularly with the home campus of Special Program students to ensure all ARDs, LPACs, etc. are conducted in timely fashion and IEPs (Modifications, Accommodations, etc.) are fully implemented.			✓
8) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.			✓
9) Campus will follow district policy to ensure students with disabilities have access to facilities.			✓
10) Provide instructional support for Special Ed students through inclusion.			✓
11) Provide RTI instruction and tutorials for students on Tier1 and Tier 2a in reading and math.			✓
12) Provide RTI tutorials for students on Tier 2b and Tier 3 in reading and math.			✓
13) Provide intervention for students needing direct consult for dyslexia.			✓
14) Implement campus-wide Blazer Time classes for 7th - 10th graders to utilize MyPath Reading and MyPath Math for intervention and learning gap reduction			◔
15) Case manage students in Initial Credit and Credit Recovery courses.			✓
16) Implement Blazer Time for full-day 11th and 12th grade students to allow for EOC preparation, tutorials, RTI, IC, etc.			✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 100% of the Grad+ students will enroll in at least 1 full credits/courses of CTE, art, technology applications, Spanish, or Professional Communications during the 2016 - 2017 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to offer business education classes			✓
2) Continue to provide Technology Applications courses			✓
3) Continue to offer Spanish courses			✓
4) Continue to offer a Communication Applications course			✓
5) Continue to provide a variety of art classes including Art 1, Drawing & Photography			✓
6) Continue to offer Interior Design and Advanced Interior Design classes			✓
7) Offer a CoOp class for upperclassmen			✓
8) Offer field trips to colleges, businesses, etc.			✓
9) Incorporate college and career connections campus-wide.			◔
10) Campus will follow district procedures in addressing Transition requirements for students with disabilities.			✓
11) Administer the Kuder Career Search assessment to all 7th graders as well as any 8th - 11th graders who have not taken it			✓
12) Meet with students a minimum of once per year to discuss career choices, 4-year plans and endorsements.			✓
13) Expand Initial Credit offerings.			◔
14) Begin the Trailblazer Computers program, a student-run computer refurbishing program.			✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: The Average Daily Attendance for Grad+ students will be 92% or better for the 2015 - 2016 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Communicate attendance incentives			✓
2) Conduct home visits for students who are frequently absent			✓

3) Provide make up opportunities for those who have excessive absences			✓
4) Make parent phone calls for those students who are frequently absent			✓
5) File truancy cases with attendance officers and the DA's office as required			✓
6) Follow updated truancy procedures for students with attendance problems			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Ensure all staff meet Highly Qualified Status

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow policies and procedures regarding Highly Qualified status when hiring new teachers/staff as well as when determining their roles and responsibilities			✓
2) Hire and maintain certified and non-certified personnel to run daily program			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Communicate effectively and often with parents in a variety of ways to ensure cooperation between school and home.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue to communicate with parents with regards to their students' progress			
2) Hold quarterly parent meetings including Open House			
3) Continue to include parents in initial orientation meetings for students (unless the student is adult age and parent involvement is denied)			
4) Continue to send home progress reports at the 3 week mark and report cards each 6 weeks period			
5) Utilize School Messenger program to provide automated "callouts" to parents notifying them of progress reports, report cards, holidays, parent meetings and other special events			
6) Campus will follow district procedures regarding parent requests for special education evaluations			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Provide opportunities for community involvement in campus activities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Continue partnership with Junior Achievement through opportunities for them to deliver information to students in Business Ed classes.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Tegeler will implement 1:1 technology ensuring that technology is embedded in every course in every grade level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize computer-assisted programs to supplement instruction in the core areas including Edgenuity, Achieve3000, Science Starters, Stem Scopes, Gizmos, BrainPop, etc.			✓
2) Ensure that every classroom on the Tegeler campus meets the criteria for 21st Century Classrooms.			✓
3) Provide technology training via trainings after school or personalized sessions as needed based on data from tech survey and staff input			✓
4) Implement 1:1 technology utilizing tablets for all teachers and students			✓
5) Implement Blended Learning requiring a combination of traditional instruction and online learning.			✓
6) Continue laying the foundations for implementation of Personalized Learning in hopes of initiating Connect instruction next school year.			◔
7) Continue to support teachers in utilizing OneNote and/or Schoology as LMSs.			✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Thompson Intermediate Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of PLC planning cycle including use of district curriculum, research based instructional strategies, common assessments and data reflection will ensure that performance of all students will meet or exceed the district and state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through walkthroughs.			
2) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards.			
3) Integrate highly effective research based strategies across the content.			
4) Provided ongoing staff development for the writing of campus created common assessments.			
5) Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments.			
6) Ensure teachers attend district Focus Trainings.			
7) Create master schedule that allows for common planning time for departments.			
8) Manage funding to ensure highly effective instruction.			
9) Integrate 1 to 1 device with research based instructional strategies to increase student engagement.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by a reduction in end-of-year failures.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will analyze assessment data for all subgroups to assist in making the neccesary adjustments with instruction.			
2) Provide staff development on data disaggregation and how the data will drive instruction.			
3) Teachers will analyze three week and six week failures to make adjustments with instruction, tutorials, and extended day participation.			
4) Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on district and state assessments.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: The campus will develop a research based grading policies and procedures that is consistent with district policy.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will follow the district's grading policy.			
2) Establish departmental guidelines regarding the appropriate use of homework.			
3) Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: The campus will deliver staff development to all teachers that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives including Seven Steps to Interactive Language Rich Classroom and 1:1.			
2) Provide differentiated training opportunities for faculty and staff to support implementation of problem solving and higher-level questioning strategies and strategies to support students communicating their learning at or above the bloom's level of the SE.			
3) Coordinate staff development days to allow time for vertical, horizontal and team planning.			
4) Integrate PD into content team planning to support effective and functional PLCs			
5) Train Team Leaders/Department Heads in PLC strategies through the Collaborative Team Leader Training			
6) Ongoing technology staff development will take place to promote a high level of technology integration in the classroom.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: The campus will implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.			
2) Continue/maximize the campus use of Literary Lion program through AR.			
3) Provide time and materials for purposeful reading during the school day.			

4) Provide information to teachers regarding special reading needs of dyslexia students.			
5) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.			
6) Provide staff development opportunities about reading strategies for at risk readers.			
7) Provide library books and online resources to support all learning styles.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 6: Campus will provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure that the G/T identification procedure remains free from bias.			
2) Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.			
3) Continue AP/PreAP vertical team opportunities in all disciplines.			
4) Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups.			
5) Participate in the Texas Performance Standards project.			
6) Provide instructional materials to support advanced learning opportunities for GT students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner.			
2) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
3) Ensure the implementation of 504 accommodations for eligible students.			
4) Use data from TEKS-based assessments (common assessments or CBA) for early identification of individuals who might be at-risk of not mastering TEKS.			
5) Provide extended day and extended year programs incorporating TEKS requirements based on current year data.			

6) Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, Community School ,Virtual School and migrant students.			
7) Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade.			
8) Provide real time intervention during the school day (Den Time).			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 8: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide library books for students who speak languages other than English.			
2) Provide ESL and ELPS training opportunities for all teachers.			
3) Prepare bilingual/ELL students for an appropriate and timely transition.			
4) Follow district guidelines that have clear, high expectations for programs serving recent immigrants.			
5) Follow the ESL scope and sequence set forth by the district.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 9: By June 2017, all students and each student group, including special education, ELL, At Risk, Economically Disadvantaged, and all ethnic student groups tested on STAAR will have satisfactory academic performance in reading, math, writing, science, and social studies sections of the state assessments and each group will be equal or greater than that of the state average. In addition, 100% of all students meeting standard on all STAAR tests will demonstrate adequate yearly progress according to federal criteria. Accountability Area Targeted: State Accountability

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Teachers will participate in weekly PLC meetings and district level focus meetings each grading period to align curriculum, assess student needs, and share resources and ideas to improve student achievement.			
2) Use research-based high yield strategies and 1 to 1 technology devices to promote a rigorous reading, writing, math, science and social studies program.			
3) Provide real time intervention during the school day Advisory for struggling students. Advisory will provide weekly opportunities for differentiated additional math and reading support through TTM and iStation lessons. It will also include weekly SSR #LionsRead and study hall.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 10: The campus will provide flexible learning opportunities for students to gain high school credit.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a flexible master schedule so students have the opportunity to gain high school credit.			
2) Encourage students to gain high school credit in intermediate school.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 11: Teachers will integrate instructional strategies and technology tools to support student learning.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan.			
2) Provide all students with access to high quality instruction using blended learning tools			
3) Pilot Personalized Learning through the PLP Connect program with a select group of 7th graders			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College and Career Nights and providing opportunities to visit college campuses.			
2) Encourage eligible students to participate in the Duke University talent search.			
3) Maintain Personal Graduation Plans for students			
4) Establish higher education promotion campaigns on each campus.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Students will be provided with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder).			
2) Provide students with real world experiences that explore a wide range of careers.			
3) Provide students and parents with high school endorsement information and decision-making support			
4) Intermediate students, teachers, counselors, and parents are informed about higher education admissions, financial aid opportunities, TEXAS grant program and Teach for Texas Grant Program			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Hire and retain qualified teachers that fit the culture and climate of the campus.			
2) School members will provide new hires with the appropriate tools and information that will help them be successful within the school community.			
3) Provide support and staff development opportunities to increase skills in building relationships.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff.			
5) Provide flexible schedules and delivery methods for staff development			
6) Create and implement a plan to support the ongoing climate and culture that ensures the social and emotional needs of faculty and staff are being met			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide a systematic communications program to support parent and community awareness of campus activities, events and information			
2) Provide parent education on various topics based on feedback from parent surveys, including information to support understanding testing requirements and scores			
3) Provide educational resources (both digital and printed) for parents use with students at home			
4) Provide instructional resources for parents to utilize at home with their child.			
5) Encourage parents to attend extracurricular activities.			
6) Provide funding to increase parent involvement.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: Increase community involvement by expanding and/or creating new partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			
3) Promote and increase participation in student service organizations			
4) Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media)			
5) Continue to work with and support feeder campus with "Walk for Success".			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 5: We will promote a safe school environment, teach citizenship and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: The campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide training in behavior management.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Following FFI (Local) in regards to bullying.			
4) Create a crisis management plan including safety drills.			
5) Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors.			
6) Provide Gang Awareness training and Character Education.			
7) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors.			
8) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.)			
9) Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs.			
10) Counselors will attend suicide prevention training to learn how to assess level of risk, how to refer parents to community resources and information to share with staff regarding students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: The campus will develop a coordinated school health plan to be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.			
2) Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented.			
3) Use Fitnessgram Data for instructional planning.			
4) Create opportunities for coordinated school health programs and activities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will provide support services using established and innovative practices, standards, and systems promoting an exemplary learning environment.

Performance Objective 1: During 2016-2017, increase the campus attendance rate to 97.5% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems identifying and implementing strategies/techniques that promote regular attendance.			
3) Provide Incentives to all students each 6 weeks to encourage attendance.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 2: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure LRE and IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring of CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A or Alt (ie.,PLAFFs, IEPs, deliberations) and (3) utilizing TEA required forms.			
5) Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.			
6) Instructional materials will be provided to address the needs of Special Education Students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Turner Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional practices	✓	✓	✓
2) Horizontal team meetings to review curriculum, Best Practices (i.e. small group instruction, cooperative learning, curriculum compacting, etc.) and student assessment data using Heat Maps and AWARE reports.	✓	✓	✓
3) Participation in staff development activities to identify instructional strengths and weaknesses, as well as ensure consistent implementation of curriculum and rigor and relevance standards	◔	✓	✓
4) Monitor curriculum implementation through campus walkthroughs	✓	✓	✓
5) Implement the PISD Scope and Sequence for all content areas in grades PK-4	✓	✓	✓
6) Integrate relevant literacy skills across all content areas	✓	✓	✓
7) Ensure that all science instruction incorporates hands-on and outdoor laboratory activities in alignment with new state science TEKS	✓	✓	✓
8) Continue to provide common planning time for grade level PLCs	✓	✓	✓
9) Utilization of district/campus instructional materials during small group and one-on-one instruction (i.e. question stems, guided reading, flipbooks, Region 4 materials, technology, etc.)	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 2: Test data will be reviewed and analyzed by Turner staff. Results will be used to determine instructional groups and individual tutoring assignments, specifically during PIE. Appropriate teaching strategies will be developed to improve student academic performance.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Review STAAR and ITBS data by subgroup and grade level	✓	✓	✓
2) Determine tutoring groups for intensive remediation during PIE Time/Extended Day	✓	✓	✓
3) Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments	✓	✓	✓

4) Provide staff development on data disaggregation and utilization of this information to make sound instructional decisions	✓	✓	✓
5) Review STAAR data to determine Extended Year students and grade placement recommendations and interventions	✓	✓	✓
6) Teachers will attend staff development for vertical alignment and data disaggregation.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: Turner will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize district wide grading standards linked to student standards and based on Best Practices	✓	✓	✓
2) Record grades that accurately reflect mastery/non mastery on specific student expectations	✓	✓	✓
3) Use grade and/or content specific grading rubrics	✓	✓	✓
4) Use district guidelines regarding homework and its purpose	✓	✓	✓
5) Utilize district wide grade and/or content appropriate reassessment standards	✓	✓	✓
6) Students who are academically unsuccessful will, using the RtI model, be identified and receive appropriate interventions in a timely manner		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 4: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district wide initiatives	✓	✓	✓
2) Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student		✓	✓
3) Provide training opportunities for problem solving and higher level questioning to increase rigor in instruction		✓	✓
4) Training will be provided to incorporate relevance in instruction		✓	✓
5) Support campus PLCs as deliberate decisions are made regarding instructional practices.		✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 5: Implementation of reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide research based program information available to teachers for the purpose of promoting the love of reading as well as the improvement of reading skills	✓	✓	✓
2) Continue to maximize the campus commitment to the Accelerated Reader program	◔	✓	✓
3) Provide information to teachers regarding the unique needs of dyslexic students	✓	✓	✓
4) Use student reading levels to monitor improvement and align students' instructional levels	✓	✓	✓
5) Supporting the district literacy initiative with classroom libraries for students to utilize as frequently as possible	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: Instructional strategies to improve students' written communication skills will be implemented by all teachers. Writing activities that emphasize authentic proofreading skills and correct grammar usage will be provided. A school wide plan which provides students with opportunities to develop writing skills in logical progression will be implemented. Expository/narrative writing and grammar will be the focus.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Classroom lessons on grammar and identifying/correcting errors in writing using the STAAR format will be consistently implemented.	✓	✓	✓
2) Teachers will provide students with writing experiences focusing on Lucy Calkins activities/lessons as stated in PISD Scope and Sequence	◔	✓	✓
3) Daily language activities which reinforce STAAR standards will be implemented	◔	✓	✓
4) Students will participate in planned schoolwide writing activities (i.e. Camp Write Along, Poem in my Pocket, Author celebrations, Writing Power Hour, daily journaling, Writing Wall) to reinforce campus commitment to writing initiatives	◔	✓	✓
5) Teachers will emphasize vocabulary acquisition across content areas and grade levels	✓	✓	✓
6) Quick Writes, Thinking Maps and other graphic organizers utilized by students on a regular basis	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: During the current school year, consistent implementation of the district math curriculum, research based strategies, and

Best Practices will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All math teachers will attend the FOCUS trainings provided by the district for each 9 week cycle.	✓	✓	✓
2) Implement gradual release (hands-on, hands-on and equation/number sentences, equation/number sentences independently) in math instruction	✓	✓	✓
3) Ensure that all math instruction incorporates hands-on activities in alignment with the state math TEKS	◔	✓	✓
4) Math Night for all grade levels	✓	✓	✓
5) Staff development provided to teachers addressing math running records,	✓	✓	✓
6) Planning days used to plan for FOCUS training strategies, initiatives to be implemented	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 8: Faculty and staff will develop strategies for preparing students for the STAAR Science assessment. Faculty and staff will utilize the science training provided by PISD Science Instructional Specialist. Science instruction will also be supported through the Science /Tech campus instructor.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Involve all students in school wide Science Fair projects	◔	✓	✓
2) Weekly lessons providing students with hands-on activities to help internalize science concepts in classroom/lab setting or greenhouse.	✓	✓	✓
3) Promote reading of on-level, nonfiction books weekly (Nonfiction Fridays)	✓	✓	✓
4) Update campus inventory of available science equipment to facilitate sharing of resources	✓	✓	✓
5) Incorporate higher level questioning in science instruction to support rigor in curriculum	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue			

Performance Objective 9: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional practices	✓	✓	✓
2) Horizontal team meetings to review curriculum, Best Practices (i.e. small group instruction, whole group, workstations,and number talks) and student assessment data using Heat Maps and AWARE reports	✓	✓	✓
3) Staff development that identifies instructional strengths and weaknesses, and ensures consistent implementation of curriculum and rigor and relevance standards	✓	✓	✓
4) Monitor curriculum implementation through campus walkthroughs	✓	✓	✓
5) Implement the PISD Scope and Sequence for math in grades PK-4	✓	✓	✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Students will participate in a variety of drills/scenarios to ensure their physical safety and well being on a daily basis.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monthly fire drills (obstructed and unobstructed) will be conducted	✓	✓	✓
2) Crisis Team planning for shelter-in-place and evacuation scenarios will be maintained	✓	✓	✓
3) Lockdown, shelter-in-place, and tornado drills conducted during fall and spring semesters	✓	✓	✓
4) All personnel/visitors must present a valid ID before entering the building	✓	✓	✓
5) All outside entrances remain locked throughout the day with the exception of the main entrance into the office area	✓	✓	✓
6) CATCH program promoting student and staff health awareness and good nutritional choices will be emphasized on a daily basis	✓	✓	✓
7) Dismissal policy which ensures the safe departure of all students every day	✓	✓	✓
8) Playground policy which ensures a safer environment during play will be followed	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 2: Special education students will receive instruction in the least restrictive setting based on annual assessment of academic progress. Inclusive practices will be used in general education classes with support from special education staff.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement inclusion in general education classrooms	✓	✓	✓
2) Conduct team planning between general and special education teachers	✓	✓	✓
3) Provide frequent communication to parents through daily journals, student planners, conferences, phone conversations, and email.	✓	✓	✓
4) Campus has reviewed the previous year 's state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intervention	✓	✓	✓
5) Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines.	✓	✓	✓
6) Campus will follow district procedures regarding parental request for special education evaluation	✓	✓	✓

7) Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CFAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD document clearly delineates the need for STAAR A/STAAR Alt (i.e., PLAFFs, IEPs,deliberations), and (3) utilizing TEA required STAAR A and STAAR Alternative Participation Requirement Forms.	✓	✓	✓
8) Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
9) Campus will follow district policy to ensure students with disabilities have access to facilities	✓	✓	✓
10) Campus will follow district procedures in addressing transition requirements for students with disabilities.	✓	✓	✓
11) Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 3: State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level.State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Identify at-risk students using state/district criteria	✓	✓	✓
2) Develop and implement grade level intervention strategies	◕	✓	✓
3) Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding	✓	✓	✓
4) Specialized tutoring for students struggling with reading, math, writing, and science concepts (SCE)	◕	✓	✓
5) Identify homeless students using district/state/federal criteria and refer to district Homeless Liaison and campus counselor for services.	✓	✓	✓
6) Identify LEP students using district/state/federal criteria. Refer to district Bilingual Department and campus LPAC for services provided.	✓	✓	✓
7) Monitor 1st and 2nd year students who have exited from the bilingual program to ensure academic progress.	✓	✓	✓
8) Implement Safe & Civil program to promote proactive and positive behavior management strategies	✓	✓	✓
9) Continue the implementation of the Conscious Discipline program to integrate social-emotional learning and discipline.	✓	✓	✓
10) Utilize I-Station, Think Through Math, DreamBox, and Waterford programs to provide additional interventions for students	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 4: Instructional services provided for gifted and talented students will accelerate curriculum, enrich learning experiences, and encourage social and emotional development. G/T students will be challenged to meet standards aligned with their potential for academic achievement.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide accelerated instruction in cluster and self-contained groups	✓	✓	✓
2) Conduct G/T update training for faculty and staff	✓	✓	✓
3) Complete nomination, testing, and identification processes	◔	✓	✓
4) Conduct parent information meetings	✓	✓	✓
5) Incorporate Thinking Map strategies and Technology Applications into research projects and other G/T activities	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Performance Objective 5: A school wide effort to promote positive self worth and responsible behavior will be implemented. Opportunities to teach students the importance of good character and citizenship will be utilized daily.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Individual citizenship books that correlate with CHAMPs model	✓	✓	✓
2) Character education theme communicated during daily announcements	✓	✓	✓
3) Safe & Civil program to promote proactive and positive behavior management strategies.	✓	✓	✓
4) Students may join the Texan Club by exhibiting positive character traits in their daily activities	✓	✓	✓
5) Students have the opportunity to participate in extracurricular music and physical education activities	✓	✓	✓
6) Students are recognized as Star Studded Texans for outstanding citizenship	✓	✓	✓
7) CHAMPs is utilized in the hallways and cafeteria	✓	✓	✓
8) "Zero Tolerance" policy for disrespectful behavior and/or attitudes	✓	✓	✓
9) Implementation of CHAMPs school wide	✓	✓	✓
10) Continue with "Big Texan" character breakfast program monthly	✓	✓	✓
11) Safe & Civil schools Cohort district training for campus team	✓	✓	✓
12) Continued implementation of Conscious Discipline principles to integrate social-emotional learning and discipline	✓	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 6: Create and maintain a school environment that provides opportunities for faculty and staff, students, and parents to develop a healthier lifestyle through the CATCH (Coordinated Approach to Children's Health) Program.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Fruity Tuesday campus wide each week to promote eating fresh fruit as a healthy snack	✓	✓	✓
2) Faculty/staff health activities will be offered throughout the year (i.e. Lose a Turkey by Thanksgiving, Maintain-No Gain @ Christmas, New Year-New You, Mighty Miler for staff, district wide incentives 4xs per year, etc.)	✓	✓	✓
3) Go Slow Whoa/My Plate posters prompting healthy food choices displayed in each classroom, gym, cafeteria, and hallways	✓	✓	✓
4) No Smoking posters displayed in hallways and reinforced as a health theme in PE	✓	✓	✓
5) Picture contests for students to promote a lifetime of health will be planned throughout the year with their families	✓	✓	✓
6) Morning jogging, juggling, and intramural sports programs for students	✓	✓	✓
7) Students are given the opportunity to discuss various health issues with the school nurse	✓	✓	✓
8) Mighty Miler Team in which students and their parents participate in this program one evening each month (Monday Mile Meet).	✓	✓	✓
9) Weekly short health lessons in PE (i.e. dental care, hygiene, food choices, bullying, smoking, honesty, caring, friends, 911 emergency, recycle, breakfast, flu travels, eat this not that, portion size, following CHAC district wide curriculum.	✓	✓	✓
10) USDA myplate.gov information sent home with students promoting healthy eating as a family as well as home health challenges	✓	✓	✓
11) Facebook page maintained with daily updates	✓	✓	✓
12) Student and staff will participate in the Turner Health Fair during the spring semester	◔	✓	✓
13) Daily health tips will be shared every morning with students on announcements.	✓	✓	✓
14) School participation in education of heart health and diabetes during Jump Rope for Heart and Walk for Diabetes month	◔	✓	✓

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By May, 2015, all students will have an increased awareness of 21st century career and post-secondary opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Special school events (i.e. College Week, Career Day, Family Night, etc) will be implemented to promote college attendance	✓	✓	✓
2) Provide students with real world experiences that explore various career opportunities			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: The administrative staff, along with the Human Resources for the Pasadena Independent School District, will strive to employ qualified teachers to ensure successful academic experiences for our students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Coaching/mentoring new teachers	✓	✓	✓
2) Staff development opportunities to increase skills in building relationships	✓	✓	✓
3) Teacher decision making through grade level and curricular PLCs will continue	✓	✓	✓
4) Positive working environment will be maintained	✓	✓	✓
5) Continue to implement recommendations from Safe & Civil trainings	✓	✓	✓
6) Daily common conference period and duty free lunch will be provided	✓	✓	✓
7) Continue to recognize teacher contributions that positively enhance the campus culture and climate (i.e. Teacher of the Year, Texan Stars of the Week, etc.)	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Active parental involvement in school activities and functions will be encouraged. Participation in parent conferences, volunteer programs, and special school events will provide opportunities for parents to become involved in the educational process. Open communication between staff and parents will remain a factor ensuring positive school climate.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Curriculum Nights that provide opportunities for parents to attend grade level/content specific meetings to share expectations, strategies, and Title 1 information.	✓	✓	✓
2) Parent conferences will be held by appointment, phone, or by email as needed	✓	✓	✓
3) Grade level newsletters and web pages will be available on a weekly/biweekly basis	Considerable	✓	✓
4) Volunteer program to support reading and math grade level TEKS	Considerable	✓	✓
5) PTO meetings will continue to be held every other month with special events planned throughout the year	✓	✓	✓
6) Grandparents and Texas Public Schools Weeks	✓	✓	✓
7) Preschool Day visit from area preschools	No Progress	No Progress	✓
8) Preschool parent tours throughout the year will be conducted	✓	✓	✓
9) Parenting classes addressing discipline, helping students with homework, improving reading, writing, and math, and other parenting skills will be offered throughout the year.	Considerable	Considerable	✓
10) Provide opportunities for parents to attend grade level and content specific meetings to share report card information	✓	✓	✓
11) Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is learning at school.	Considerable	Considerable	Considerable

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Active participation by business and community partners in school activities and events will be encouraged, providing opportunities for involvement in the educational process.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Family Fun Night will take place in October	✓	✓	✓
2) Volunteer tutoring and working in the library will continue throughout the year	✓	✓	✓
3) CHAC family activities: Walk for Sight, School Walk for Diabetes, Future Maverick Jingle Bell Run, Back to School Bash, Track and Field, Get Fit Jog, Jump Rope for Heart, Hoops for Heart, Kids Fun Run, CHAC parent night, Spring Health Fair, Quick Start Tennis, Walk for the Wetlands, Mighty Miler Team, Field Day, Presidential Challenge, Fuel Up to Play 60	✓	✓	✓
4) Participation of PE performance group in the Houston Rockets pregame show		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: The use of technology will be integrated into all curricular areas school wide. Faculty and staff will utilize the technological training provided by the PISD Instructional Technology Specialist or Campus Technology Liaison.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A long range plan will continue to be implemented addressing the technological needs of the campus	✓	✓	✓
2) New equipment purchased as needed and staff development opportunities offered regularly throughout the school year	✓	✓	✓
3) Utilize faculty and team meetings for technology updates and training	◔	✓	✓
4) Utilize "School Messenger" phone system to enhance communication between home and school	✓	✓	✓
5) Utilization of TechLab to integrate Technology/Core Curriculum TEKS	✓	✓	✓
6) Utilize I-Station, DreamBox (K-2), Waterford, Accelerated Reader, STaR, software	✓	✓	✓
7) Use Eduphoria for lesson planning, T-TESS, and staff development opportunities	✓	✓	✓
8) Ongoing communication with parents and community through the use of the Turner website, updated regularly	✓	✓	✓
9) Use of ActivBoards, ActiVotes, ActivExpressions, and other devices in the classroom to increase interactive learning and enhance instruction	◔	✓	✓
10) Maintenance and replacement of equipment (i.e. wands, headphones, iPods, etc.) as needed	✓	✓	✓
11) Continued use of Broadcast Announcements to enhance daily communication in the building	✓	✓	✓
12) One Note utilized to enhance organization and communication with faculty and staff	✓	✓	✓
13) Remind 101 used as a tool to effectively communicate with parents and staff	✓	✓	✓

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue

Williams Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor curriculum implementation through campus walkthroughs and using the coaching model.	Considerable	Considerable	Accomplished
2) Implement the district scope and sequences for all courses in grades Pk to 4.	Considerable	Considerable	Accomplished
3) Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7]	Considerable	Considerable	Accomplished
4) Integrate relevant literacy skills across all content areas.	Accomplished	Accomplished	Accomplished
5) Implement gradual release model for lesson design and delivery	Considerable	Considerable	Considerable
6) Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.	Considerable	Considerable	Considerable
7) Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS.	Accomplished	Accomplished	Accomplished
8) Use on-line databases, eBooks, books, and other resources for specific TEKS.	Accomplished	Accomplished	Accomplished
9) Provide staff development on utilization of on-line databases and resources.	Accomplished	Accomplished	Accomplished
10) Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2]	Some Progress	Considerable	Accomplished
11) Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4]	Accomplished	Accomplished	Accomplished
12) Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1]	Considerable	Considerable	Accomplished
13) Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2]	Considerable	Accomplished	Accomplished
14) Create master schedules that will provide common planning time for teams of teachers and provide time for PLC's. [1.8.2] [1.9.3]	Accomplished	Accomplished	Accomplished

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals

to intervention.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM]			
2) Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]-			
3) Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM]			
4) Provide staff development opportunities for regular education teachers on the intervention and special education referral process.			
5) Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1]			
6) Use data disaggregation to drive instruction.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2]			
2) Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM]			
3) Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16]			
4) Teachers will attend training opportunities for curriculum components needed to increase relevance.			
5) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1]			
6) Establish and support campus PLCs.			
7) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1]			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance

levels.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs.	Considerable	Considerable	Accomplished
2) Provide time and materials for purposeful reading during the school day.	Considerable	Accomplished	Accomplished
3) Provide information to teachers regarding special reading needs of dyslexia students.	Considerable	Accomplished	Accomplished
4) Identify student reading levels to monitor reading improvement and align reading materials to their instructional level.	Accomplished	Accomplished	Accomplished
5) Provide staff development about reading strategies. [PBM]	Considerable	Considerable	Accomplished
6) Provide library books and online resources to support all learning styles.	Some Progress	Some Progress	Accomplished
Accomplished = Accomplished, Considerable = Considerable, Some Progress = Some Progress, No Progress = No Progress, Discontinue = Discontinue			

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Follow district G/T identification procedure.	No Progress	Some Progress	Considerable
2) Promote G/T Summer Exploration Camp opportunities.	No Progress	No Progress	Accomplished
3) Participate in Texas Performance Standards Project.	No Progress	No Progress	Accomplished
4) Students will be clustered and instructed by G/T Certified teachers.	Accomplished	Accomplished	Accomplished
5) Implement G/T Pullout program for identified students.	Accomplished	Accomplished	Accomplished
6) Promote participation in the Duke Talent Search program in fourth grade.	Accomplished	Accomplished	Accomplished
Accomplished = Accomplished, Considerable = Considerable, Some Progress = Some Progress, No Progress = No Progress, Discontinue = Discontinue			

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.			
2) Ensure the implementation of 504 accommodations for eligible students.			
3) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS.			
4) Implement research-based programs designed to accelerate student learning.			
5) Provide additional and individualized support to parents of at risk students.			
6) Participate in transition meetings to support ELL students as they move from 4th to 5th grade.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 7: All staff will assist non-English language learners and ensure that their academic performance will equal or surpass that of the state.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM]			
2) Provide opportunities for staff to attend Bilingual Focus and ELPS training opportunities for all teachers.			
3) Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM]			
4) Implement the ESL scope and sequence at all grade levels.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff.			

3) Create a crisis management plans, including safety drills.			
4) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
5) Provide Character Education programs.			
6) Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors.			
7) Provide staff development concerning abuse and reporting obligations.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Participate in district-wide coordinated school health initiatives.			
2) Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives.			
3) Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis..			
4) Administer Fitnessgram and use reports to drive instruction.			
5) Provide parent education opportunities for coordinated school health at each campus			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use district wide grading standards that are linked to student expectations and are based on best practices.			
2) Record grades that accurately communicate mastery or non mastery on specific student expectations.			
3) Use grade and/or content specific grading rubrics.			

4) Use district guidelines regarding the appropriate use of homework.			
5) Use district wide grade and/or content appropriate retest standards.			
6) Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Utilize campus intervention programs to provide specific strategies for students with potential attendance problems.			
2) Attendance incentives will be utilized to recognize and promote outstanding attendance.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process.			
2) Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines.			
3) Provide staff development opportunities for teachers working with special education students experiencing reading difficulties.			
4) Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed withing the required time-lines.			
5) Campus will follow district procedures regarding parental request for specials education evaluation.			
6) Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms.			

7) Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements.	✓	✓	✓
8) Campus will follow district policy to ensure students with disabilities have access to facilities.	✓	✓	✓
9) Campus will provide instructional materials and training for all teachers working with students with disabilities.	◔	◔	✓
10) Special education teachers are included in straining given in the area of dyslexia and related disorders.	◔	◔	✓
11) Campus will monitor the number of students with disabilities being served in the least restrictive environments.	◔	◔	✓
12) Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.	◔	◔	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide the technical support needed to administer the iStation assessments that are required.	✓	✓	✓
2) Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom."	✓	✓	✓
3) Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan.	✓	✓	✓
4) Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements.	✓	✓	✓
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue			

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase the integrations of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan.	✓	✓	✓
2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Encourage more students to attend college by promoting College Week.	✓	✓	✓
2) Establish higher education promotion campaigns. [3.2.9]	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide students with real world experiences that explore a wide range of careers.			✓
2) Provide opportunities for students to explore various career opportunities through an annual Career Day.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide team building opportunities to increase skills in building relationships.			
2) Provide mentors and staff development opportunities to new personnel.			
3) Expand leadership and mentoring opportunities for all staff.			
4) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1]			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Include parent education component in orientation programs.			
2) Provide parent education at all campuses on various topics.			
3) Implement Superintendent's Stay in School Project/District Attorney Partnership.			
4) Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention.			
5) Provide parent workshops regarding reading with children, online resources and eBooks.			
6) Provide educational resources for parents on their website.			
7) Provide instructional resources for parents to utilize at home with their child.			
8) Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies.			
9) Provide information that can be utilized with students and parents in the interpretation of test results.			
10) Maintain parents informed on Give Me Five program to promote and increase volunteer opportunities.			
11) Provide volunteer opportunities to become actively involved in drug-awareness school program and career awareness school program.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Expand learning opportunities for students in school/community service.			
2) Promote student/parent/business involvement through volunteerism.			

3) Promote service organizations for students in school (Student Council, Safety Patrol, etc.).			
4) Participate in the See to Succeed program			
5) Partnership with outside community agencies			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use needs assessment survey results to meet the needs of our school community.			
2) Network with organizations and/or agencies to establish community ties collaborating to offer classes that provide needed skills such as computer or ESL skills for our parents.			
3) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 4: Engage students and their families in school events.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Use needs assessment survey results to meet the needs of our school community.			
2) Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students.			
3) Maintain successful events that are meaningful to our school community such as Turkey Trot; Fall Festival; Grandparent's day; Reading/Math/Science Family Night; Meet and Greet; Parent Conferences/Consults; Open House; and our Musical Programs.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Performance Objective 5: Ensure that parents have effective means of communicating with the school.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Monthly volunteer meetings are offered to provide parents volunteer opportunities as well an open forum to stay informed on current school related events and to share ideas.			
2) Parent Advisory Committee's functions to review school's parent policy so that parents are continuously kept informed regarding parent's involvement in the school.		✓	✓
3) Parent Policy serves as means to maintain parents informed and is based on continual communication with parents to acquire approval of revisions as well as to obtain parental input.		✓	✓
4) Promote events through notices, parent newsletter, , email, phone calls, school website, Parent Conferences/Consults, constant announcements to students, and parent meetings such as volunteer meetings, Title I meetings, and parent advisory committee meetings.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Implement Conscious Discipline strategies with students.			
2) Provide opportunities to attend behavior management trainings.			
3) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local).			
4) Create campus safety crisis management plans, including safety drills.			
5) Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.			
6) Provide opportunities to attend Gang Awareness training and Character Education programs.			
7) Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.			
8) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors.			
9) Implement an age appropriate and vertically aligned guidance curriculum.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide staff development opportunities for CPR/AED training and response to campus emergencies.			
2) Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide ongoing training for crisis management.			
2) Establish protocols for safety procedures at field trips.			
3) Provide opportunities for employees to be trained in personal safety.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.			
2) Provide support for student and staff participation in service learning opportunities.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Young Elementary Performance Objectives 2016-2017

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By May 2018 student performance on STAAR, regardless of gender, ethnicity, socio-economic status, or special programs will improve to exceed the district and state performance standard. Young will met the standard for Index 1,2,3, and 4. In addition the number of high performers will increase.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) All grade levels will work with peer facilitators on staff development days to review the upcoming nine weeks materials for the literacy cohort, writing workshop, and math workshop. Peer Facilitators will serve as trainers for specific grade level teams and building/district level teams. Thursday afternoons will be available for this cross-grade level sharing.			
2) All staff will use Eduphoria to align Students Expectations and resources based on the district's time line. District resources will assure that Readiness, Supporting, and Process Standards are consistently met with rigor and relevance.			
3) Each team will analyze nine weeks' test data using Heat Maps. They will analyze as a team and individually using AWARE.			
4) The WRAP assessment, I-Station, and Running Records will be used regularly and in a timely manner to determine reading levels on all students. They will also be used to determine the level of improvement for each student.			
5) Each grade will meet weekly and analyze each math bundle, customize common assessments, and then use an Excel Spreadsheet to analyze data after assessing. Teachers will share classroom strengths and weaknesses and compile a data wall.			
6) Teachers in grades three and four will maintain an individual student folder which reflects current data showing student expectations mastered or not mastered. These will be for student use and will be used by students to determine the workstation that they should be using. These individual folders will be used in math, reading, and writing. Students in the focus group will be monitored weekly.			
7) The campus will add an additional consistent planning day (Wednesday) to ensure all parties are planning effectively and using district developed materials and time lines. These will be led by the math peer facilitator and the reading peer facilitator.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: During the 2017-2018 school year, 100% of staff will be trained with the components of the Literacy Cohort and Writing Workshop.

Strategy Description	Formative Reviews		
	Oct	Feb	June

1) Peer Facilitators will attend district focus trainings, and will then provide campus staff development throughout the school year on scheduled staff development days. Presentation will include district time lines, materials, and strategies. This will be a trainer-of-trainer model, and schools will be grouped together based on needs.			
2) Peer coaches will provide support and model components of the Literacy Cohort and the Writing Workshop.			✓
3) Administrative walk-throughs followed by campus reflection will determine strengths and weaknesses of the literacy training and the writer's workshop.			
4) Teachers will continue to develop classroom libraries which focus on all genres.			✓
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 3: Teams of teachers will participate in math and in assessment trainer-of-trainer models ensuring that 100% of staff utilizes best practices in math during the 2017-2018 school year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Each nine weeks, peer facilitators will train grade levels on specific materials that were presented during nine weeks district trainer-of-trainer models and will provide activities and strategies for the nine week's curriculum. Afternoons on these days will provide planning time for teams.			✓
2) Peer coaches and administrators will attend weekly PLC meetings and provide support. Coaches will provide assistance with materials, lesson planning, and modeling best practices. Data walls will be used to display student data.		✓	✓
3) In October of 2017 and January, 2018, the math peer facilitator and team will provide district training days to continue to roll-out information concerning the new math TEKS.		✓	✓
4) Team leaders will take a more active role in the leadership of PLC Meetings. The district will provide comprehensive training for these leaders. All teachers will be responsible for recording data and isolating better strategies to help struggling learners.			
5) Fourth grade writing focus groups will be taught by intervention/writing teacher and will address specific grammar and language skills tied into the craft of writing.			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue			

Performance Objective 4: The entire staff will focus on increasing language development for all ELL learners.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 1.) Each staff member will review " Talk Read Talk Write" by Nancy Motley. Mrs. Chavez will then meet with bilingual teachers to ensure that ELD's are being used to encourage the English language and appropriate development.	✓	✓	✓

2) 2.) At the beginning of the year, the staff will continue to study the book and share how it is being used by grade levels.			
3) Building planned walk-throughs will monitor the progress of teachers and students in this area.			
4) Bilingual teachers will follow the revised time continuum for the Language Arts area allowing increased time in the English Language Arts area.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue			

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: 100 % of Tier 2 and Tier 3 intervention students and other At-Risk students will increase CBA scores by 10% each nine weeks.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Students will be assigned to Waterford/AIMS Web either before school, during the day, and/or after school. In addition I-Stations will be used in the classroom for activities/interventions and assessments. Students may also use I-Station during Tech Lab time.			
2) Teachers will ensure daily tutorials in the classroom checking for understanding. The first hour of the day and the last hour will be used for Power Hour time in fourth and third grade. Support and ancillary staff will work with the team to provide appropriate groupings for all students, below-level, above-level, behavior, and resource students. Teachers will teach according to their strengths. First, Second, and Kindergarten will be developed during the day.			
3) Team meetings/PLC's will discuss and chart student progress.			
4) Extended day will be offered for students not passing or showing improvement on CBA's and skills in grades three and four. Retired teachers will be hired for additional tutorials for Kindergarten, First, and Second grade students that are struggling. Extended Day funds will also be used during the day to hire retired teachers to work with third and fourth grade below level students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 2: For the 2017-2018 school year, the attendance rate will improve by 2 %.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Perfect attendance will be recognized by class based on a 17 day cycle spelling out "PERFECT ATTENDANCE."			
2) Teachers will place a personal phone call to families on the first day of a student absence. This will be a positive note letting parents know you care and that you feel it is important for child to be in school.			
3) Students with perfect attendance will be rewarded every nine weeks. Recognitions will include a variety of awards and programs. An end-of-the-year activity will be planned for students that have perfect attendance all year long.			
4) Students with monthly perfect attendance will be announced during the morning.			
5) The school marquee will display attendance information and also reminders to return absence notes quickly. Attendance celebrations will also be displayed.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Performance Objective 3: 100 % of students will be grouped and regrouped throughout the year to address needs and abilities of G/T students, Special Education students, At-Risk, Migrant, Homeless, and Bilingual/ESL students. All students will show growth on District CBA's.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Data team meetings (PLC's) will be held weekly on Tuesdays for collaboration, review of data, and for planning. Teams will receive one hour daily for planning and data. PLC meetings will specifically focus on what are we doing differently to close student gaps for groups especially special education students. Each student will be monitored and discussed, and peer facilitators will provide extra assistance.			
2) Intervention meetings will be held every Friday. Teachers need specific classroom interventions for below-level students and students that obtain early mastery of skills.			
3) Vertical meetings will be held at least twice a semester.			
4) Inclusion team (CAP) will continue to ensure that all students will be given the opportunity to work in the LRE.			
5) Small group activities/stations will be included in all subjects and will include tasks for below-level students and students that obtain early mastery of skills. Workstations will provide a spiraling set of materials to accommodate students using an individual student folder.			
6) G/T meetings will evaluate and plan for correct identification and activities for students. Appropriate G/T strategies will be used for all students.			
7) PPCD students will be mainstreamed with regular Pre-K students in the morning session. In the afternoon session language lab students will receive language development			
8) Science labs will provide opportunities for all students.			
9) Special Education students in all grades will be in the regular classroom to the greatest extent possible. Inclusion will be the goal for all students. Writing groups will focus on mastery of students by name, and all will be monitored weekly.			
10) Students in at-risk situations will use the LLI First Grade Intervention Kit for skill's development. The intervention teacher will monitor and probe students using this kit. In addition, the second grade kit will be purchased to use with students at a higher level. Additional kits are being purchased by the district. All teachers will be trained to use these kits. Spanish students will receive this instruction using Solutiones in Grades 1,2, and 3.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 100 % of students will have the opportunity to have an awareness of 21st century career options and college requirements.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Character and career education will be provided by the counselor.			✓
2) A school career day will be held in the fall with community and parental involvement and participation.		✓	✓
3) The entire school will participate in the district career and college week.		✓	✓
4) An active volunteer program in the school will also provide opportunities for students to work with and be in contact with business and professional role models.			
5) 100 % of qualifying students will have the information and access to participate in the Duke University Talent Search.			✓
6) An English and Spanish newsletter will be sent home to parents with information about college preparedness and the importance of an education. Parents will be encouraged to decorate a pennant with their children to show support of their child's goals and dreams for college. Pennants will be returned to the school and showcased in the hallways promoting college readiness.			✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: We will develop and maintain an exemplary library that provides programs and materials to meet the needs of a diverse group of students.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Appropriate funding will provide the library with updated materials and a program that removes old and outdated materials. A reading wall which focuses on a "Love of Reading" will be displayed in the building. It will capture students reading with the heart.			✓
2) Cultural arts events, book fairs, visiting authors, Name that Book Competition, and Blue Bonnet Voting are examples of the programs provided by the library.			✓
3) Open circulation, G/T activities, Lunch Book Club, and Technology Avenues are examples of all students being served.			✓
4) 4) Students that participated in the "Summer Slide into Reading Program" and maintained or strengthened their reading level will attend the district field trip and also will receive a building reward.		✓	✓
5) Summer Slide Reading Program benefits and downfalls will be studied and analyzed as we adjust for the next summer.			✓
6) During morning announcements, staff will present Book Talks at different levels to encourage students to read enthusiastically. Administration will also participate in a district-led reading challenge providing a model for students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All classroom teachers will be trained or will review and show an understanding of all RTI processes.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Campus peer facilitators will train all new classroom teachers to administer the WRAP and collect running records.	✓	✓	✓
2) Parents will be enthusiastically invited to attend and participate in intervention meetings.			
3) Campus intervention committee will meet with all grades once per semester to improve communication and to ensure the process is working well.			
4) PLC meetings will be regularly scheduled, and all curriculum coaches will ensure that teams are following district time lines and curriculum. Nine week assessments will be used as a guide for instructional coaches		✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 2: Teacher turnover rate will be less than 5 % with the exception of retiring teachers and will indicate a level of satisfaction.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) 100 % of teachers will participate in at least one book study. The study may be on-line. Teachers will lead these studies for T-TESS credit.			✓
2) Grade-level staff will attend district staff development and share with other staff.			✓
3) The staff will participate in birthday recognitions, staff lunches, fitness activities (Zumba, Volleyball,CATCH,etc.) to provide an environment that is caring and understanding and that also promotes social and emotional well-being.			✓
4) Conscious Discipline training will continue in August and will be aligned with Safe and Civil. The building team will focus on adjusting some areas and improving the implementation. Cafeteria protocol will be addressed first.			
5) "Hats On Fire" will be one method of celebrating teacher success throughout the school year. Gift cards such as Starbucks will be purchased by the principal.			
6) Continue to recommend teachers for the Aspiring Administrator's Academy and the Aspiring Peer Facilitator's Academy provided by the district level. Three teachers will serve as role models for these programs.			

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Performance Objective 3: 100% of staff will be trained in procedures that improve and enhance a safe and civil environment. The environment will be maintained and supported throughout the school year. Students will feel safe on school grounds before, after and during the school day, including unstructured areas such as the playground, hallways, and restrooms.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) A safe and positive environment will continue to be supported, and policies for the cafeteria and recess time will be formulated by the Safe and Civil Cohort members and approved by the staff. Lessons will be developed and taught by teachers. CHAMPS, Safe and Civil, and Conscious Discipline will be aligned and operate as one force.			
2) Bullying prevention training and awareness needs to continue. The counselor, principal, and assistant principal will provide training for teachers and students. The district video will be used to train teachers.			✓
3) An analysis of the areas where students have stated they do not feel safe or where more problems are tracked			
4) Young will continue an extensive study of the components of Conscious Discipline and will incorporate it into the already existing Safe and Civil strands.			
5) All teachers will review the T-TESS evaluation system and procedures. Sufficient time and materials will be designated for the training and video demonstrations will be available for teachers on an unlimited basis. Goal-setting time lines will be met.	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Meaningful parental involvement will increase 10 % during the 2017-2018 year.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Provide training for parents on Gang Awareness, Alcohol and Tobacco, The Choking Game, Title I Schoolwide Components, Students Behaviors, and Bullying Prevention.			
2) Host reading, math, and science academic nights that focus on family participation.			
3) Provide a "Meet the Teacher Night" before school begins. In addition, an Open House will be held later during September, giving parents an opportunity to visit the classroom once again and set-up conferences if necessary. In October a morning for parents will be provided to present Science Fair information.			
4) Send home weekly folders with academic and behavioral information and include a request for a positive conference during the first nine weeks of school.			
5) Provide a monthly newsletter and calendar of events.			
6) Allow parents the use of computers for internet access concerning district information and services. (Examples include Parent Connection and Free/Reduced Lunch Application). This year staff will assist parents with on-line registration in the cafeteria, library, or classroom.			
7) Provide updated information and pictures on the school website with calendar of activities.			
8) Students will participate in performances or presentations monthly to increase parental involvement. These will be tied to the counselor's parenting classes.			
9) CHAC Committee will provide superior leadership in developing and promoting a healthy school environment through student, staff, and family activities. Examples include but are not limited to: Open Gym in the mornings; Six Family CATCH Nights (Fun Runs); School-wide Snack Day; Move More Challenges; Brain Smart Starts; CHAC Night; Get Fit Jog; Jump Rope for Heart; Track and Field; Walk for Sight; etc. We will continue to maintain our Exemplary Rating for this school year.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During the 2017-2018 school year, we will increase the number of business and community volunteers in our school by 10%.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Recruit businesses to participate in Career Day.			
2) Actively pursue grants.			
3) Use businesses and agencies to support Young's annual Health Fair and other career/college activities.			
4) Students will participate in collecting box tops and contributions from businesses that will be used to adopt a specified school project.			
5) The school nurse will have our students participate in the "See to Succeed" vision program and the "Dental Screenings" for second grade students.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: During the 2017-2018 school year, 100% of teachers and support staff will participate in technology training.

Strategy Description	Formative Reviews		
	Oct	Feb	June
1) Increase integration of technology in classroom.			
2) Provide computer access to parents for research to assist in student science fair projects.			
3) Live video announcements will continue on Thursday. This will involve students and staff.			
4) Three computer labs will be fully functional for classroom usage, and one tech app person will manage the main lab.			
5) The campus will continue to use One Note for communication and storage of large documents. The campus handbook, curriculum documents, and PLC Agendas will be included first. Team leaders will have edit rights to the TAB PLC Agendas.			

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Violent and Criminal Offense Report 2016-2017 School Year

	School Level				
Offense	Elementary	Middle	Intermediate	High	Total
Engages in Conduct Punishable as a Felony	0	0	-	35	38
Marijuana, Controlled Substance or Dangerous Drug	0	32	64	644	740
Alcohol	0	-	-	50	56
Abuse of Volatile Chemical	0	0	0	0	0
Public Lewdness/Indecent Exposure	0	-	-	33	37
Retaliation Against School Employee	0	0	0	-	-
Uses, Exhibits or Possesses a Firearm	0	0	0	9	9
Uses, Exhibits or Possesses an Illegal Knife	0	0	0	-	-
Uses, Exhibits or Possesses a Club	0	0	0	0	0
Uses, Exhibits or Possesses an Weapon	0	0	0	-	-
Arson	0	0	0	-	-
Murder, Capital Murder or Criminal Attempt to Commit Murder/Capital Murder	0	0	0	0	0
Indecency with a Child	-	0	0	0	-
Aggravated Kidnapping	0	0	0	0	0
Criminal Mischief-$1500 or more	0	0	0	-	-
Terroristic Threat	0	-	-	10	13
Assault Against Employee or Volunteer	-	-	-	20	26
Assault Against Someone other than School Employee or Volunteer	-	-	-	49	54
Aggravated Assault Against Employee or Volunteer	0	-	0	0	-
Aggravated Assault Against Someone Other Than School Employee or Volunteer	0	0	0	-	-
Sexual Assault or Aggravated Sexual Assault Against School Employee/Volunteer	0	0	0	0	0
Sexual Assault or Aggravated Sexual Assault Against Someone Other Than School Employee/Volunteer	-	0	0	0	-
School Related Gang Violence	-	0	0	0	-
False Alarm Report	0	0	0	-	-
Felony Controlled Substance Violation	0	0	0	21	21
Felony Alchol Violation	0	0	-	0	-
Aggravated Robbery	0	0	0	0	0
Manslaughter	0	0	0	0	0
Criminally Negligent Homicide	0	0	0	0	0
Engages in Deadly Conduct	0	-	0	0	-

SSCO - Safety School Choice Option

Both SSCO and Violent Criminal Offenses

Report of 2014-2015 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2016

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2014-2015 high school graduates who attended public four-year and two-year higher education in FY 2016. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2015, spring 2016, and summer 2016 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2016, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2016 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	PASADENA ISD								
	101917004	DOBIE H S							
		Four-Year Public University	160	38	19	28	37	38	0
		Two-Year Public Colleges	364	105	50	64	58	40	47
		Independent Colleges & Universities	16						
		Not Trackable	27						
		Not Found	265						
		Total High School Graduates	832						
	101917001	PASADENA HIGH SCHOOL							
		Four-Year Public University	53	15	6	11	16	5	0
		Two-Year Public Colleges	195	56	30	31	27	17	34
		Independent Colleges & Universities	1						
		Not Trackable	38						
		Not Found	221						
		Total High School Graduates	508						
	101917013	PASADENA MEMORIAL H S							
		Four-Year Public University	98	20	19	14	25	20	0
		Two-Year Public Colleges	309	86	53	43	59	35	33
		Independent Colleges & Universities	8						
		Not Trackable	32						
		Not Found	227						
		Total High School Graduates	674						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101917002	SAM RAYBURN H S							
		Four-Year Public University	56	15	8	9	15	9	0
		Two-Year Public Colleges	252	66	26	40	54	32	34
		Independent Colleges & Universities	3						
		Not Trackable	50						
		Not Found	247						
		Total High School Graduates	608						
	101917003	SOUTH HOUSTON HIGH SCHOOL							
		Four-Year Public University	46	10	6	10	7	12	1
		Two-Year Public Colleges	264	73	33	31	46	41	40
		Independent Colleges & Universities	6						
		Not Trackable	47						
		Not Found	217						
		Total High School Graduates	580						
RAUL YZAGUIRRE SCHOOL FOR SUCCESS									
	101806001	RAUL YZAGUIRRE SCHOOL FOR SUCCESS							
		Four-Year Public University	2						
		Two-Year Public Colleges	25	9	6	2	4	1	3
		Independent Colleges & Universities	0						
		Not Trackable	6						
		Not Found	17						
		Total High School Graduates	50						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.